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ABSTRACT

This publication presents a comprehensive education plan for the Lanier County (Georgia) Public Schools that was developed between August 1974 and February 1975 by a school-community task force. The comprehensive plan consists of ten components, each planned and presented in a logical sequence. The first major stage of the plan, which defines the desired educational program and presents supportive data and rationale, includes the first five components: 1) establishing an educational philosophy reflective of the county's citizens, 2) defining students' needs and interests, 3) establishing broad program goals, 4) determining the current status and needs of the educational program, and 5) formulating educational objectives. The second stage, which identifies the desired program of action and the resources required to implement it, includes the second five components: 6) defining broad program concepts, 7) identifying activities to achieve the objectives, 8) identifying specific program and management needs for implementing the activities, 9) evaluating the results of the activities, and 10) disseminating information to the school community. (JG)

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A COMPREHENSIVE EDUCATION PLAN FOR LANIER COUNTY, GEORGIA

LANIER COUNTY BOARD OF EDUCATION
LAKELAND, GEORGIA
1974-75
Mr. Richard Young, Superintendent

Prepared By:

William T. Nallia, Special Consultant
to the Board of Education

EA 010 155

FOREWORD

This is a comprehensive educational plan for the youth and certain adult citizens of Lanier County, Georgia. It represents an effort on the part of the school and community to provide the most effective education program possible for students, age 3 to adult.

The development of this plan began in August of 1974 with the designing of a management system to support the planning of concepts and activities to enhance the involvement of representatives from the school and community and to expedite the completion of the project. It provided for the communication of each stage of the plan to all parties involved in its development and to the Georgia State Department of Education. A complete description of the management system can be found under separate cover, entitled Lanier County: A Management System.

An educational task force of 19 members representing the Board of Education, each faculty, each school administration, the community and the special area service units was organized at the very beginning of the project to serve as the major vehicle for involving the total school/community. The task force aided, very effectively, with the development of strategies, the collection and management of data, and informing and involving those whom they represent.

A major needs assessment was completed to determine the educational status of Lanier County. It provides the data needed to determine the amount of change in program and organization that will be required for the program that is desired for each school population, as well as for the system-wide service units. A complete report of the needs can be found under separate cover, entitled Lanier County: A Needs Assessment.

The comprehensive plan consists of 10 components, each planned and presented in a logical sequence. The first major stage, from philosophy to objectives, defines the educational program desired with supporting data and rationale, while the second major stage, from program concepts to dissemination, identifies the program of action and the resources required to implement the different program components.

While the plan is rather lengthy, it is organized so that a reader can find the component that is of most interest to him/her and so that some information can be gathered from each component without reading every page. Each section of the plan is marked with a colored divider page. It was felt that the plan would be incomplete with less than what has been included in it.

The Lanier County Board of Education is to be congratulated for demonstrating their interest in the educational welfare of the students of the county. I wish to express my personal thanks to each person who has taken part in developing this comprehensive plan for his/her cooperation and assistance, especially the members of the Educational Task Force. The enthusiasm and sincerity of all who worked on the project has been extremely rewarding.

It is hoped that this plan will provide the rationale, the assurance and the direction for educational experiences for Lanier County students that will be meaningful and helpful. A comprehensive educational plan of this type and magnitude is only as good as it is implemented by the Board of Education and each school faculty. It has taken many hours of work on the part of many people, yet it is only a plan. The real work starts when the plan is approved.

William T. Nalita
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February, 1975

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GENERAL INFORMATION

Lanier County is located in the southcentral section of Georgia, approximately thirty miles north of the Florida state line and twenty miles east of Interstate Highway 75. The cities of Valdosta, Waycross and Moultrie are within a fifty-mile radius of Lakeland, the only incorporated settlement in Lanier County. The county is bounded by Atkinson County on the north, Berrien County on the west, Clinch County on the east, and Lowndes County on the south.

Lanier County is considered small, both in size (177 square miles) and population (5,031 residents), yet, when compared to other counties in the state, it is endowed with an abundance of natural wildlife, vegetation and water, all of which support many recreational activities such as boating, fishing and hunting. The size of the community delimits the number of cultural experiences that can be provided, therefore those who can afford to must travel to Valdosta to participate in both community and commercial cultural activities.

The county's only industries are the Tanglewood Garment Factory and the Patten Seed Company, and both are considered small. The school system is the largest employer in the county (111 employees). Employment for many residents must be sought elsewhere, and therefore, a high percentage of adults leave the county daily for jobs in small industries in Valdosta and Nashville, Georgia, and for employment at the Moody Air Force Base, located fifteen miles from Lakeland. According to the 1970 U.S. Census, forty-one percent of the total workers living in Lanier County worked outside the county, which was an increase of 15% over the 1960 U.S. Census.

The income level of Lanier County residents is relatively low (the per capita income in the county was $1,836 in 1972 and the percentage of all

families with an income less than poverty level was 26.3). Yet in 1960, 57% of all families in the county earned a total income of $3,000 or less as compared to 23% in 1970. It should be noted that there was no real increase in the family economy because as family income increased between 1960 and 1970, the cost of living increased at an even higher rate, and approximately one-fourth of the families in Lanier County had a buying power equal to or less than what they had had in 1960. The incomes of Lanier County residents are somewhat balanced between those that are considered low and those that are considered high. In 1970, the U.S. Census revealed that 23% of all families earned $3,000 or less while 22% of all families earned $10,000 or more. Fifty-five percent of all families earned a median income between $3,000 and $10,000.

Because Lanier County is a small community, the problems of metropolitan America such as overpopulation, air and water pollution, crime, and so forth are not critical there. But the lack of employment opportunities for Lanier County residents is the one problem that is recognized community-wide. Most youth must leave the county to seek employment upon graduation from high school or college. The general population of the county has decreased by sixty-six persons between 1960 and 1970 due to the migration of youth out of the county and to the decline of the birth rate.

A detailed description of the general and school populations of Lanier County can be found in Sections 2 and 3 of the report, Lanier County: A Needs Assessment.

PHILOSOPHY

PHILOSOPHY OF THE LANIER COUNTY SCHOOLS

The total education of the citizens of Lanier County results from the combined efforts of home, church, school, and the total community. It is generally agreed that the lines that separate the responsibilities for education of each segment of the school-community are not easily identified. However, it is recognized that the public schools of Lanier County have the primary responsibility for the intellectual development of all students (children and certain adults). It is further recognized that the responsibility for social, emotional, cultural (aesthetic) and ethical development of students must be shared with other segments of the school-community in varying degrees. For example, the development of religious values must be the responsibility of the home and church, while the school can assume the major responsibility for the physical development of students. The areas of social and cultural development are also the major responsibilities of the schools, since Lanier County is a small rural community with limited offerings to its citizens in the areas of social and cultural experiences.

The Lanier County School System exists to meet the needs and interests of children and certain adult citizens of the county. Therefore, each program component implemented by the school must focus on specific student needs and interests. The education of children and certain adults must be a responsibility shared by the community and the schools. The community must be involved in planning the direction of the school, so that final decisions about school programs will be mutually agreed on by the school and community. School personnel then have the obligation

to follow those directions and to fulfill the programs agreed on, to the best of their ability. Similarly the community, after having assisted with the planning of programs, must recognize its obligation to support the schools in their efforts to successfully implement those programs.

The scope of the Lanier County school programs must not be limited to county or regional interests. It is recognized that students will not be living and working only in the Lanier County area, and their world will not be bound by the county lines. They may, upon graduation and in some cases even before, be moving into other states to meet and work with people of different races, religions and nationalities. They will interact with people who have different sources of pride, different beliefs, value systems, and cultures which have grown from different backgrounds. Lanier County students must be prepared not merely to be tolerant of people but to appreciate and respect, and most importantly, to communicate empathically with people of widely differing characteristics. For these reasons, the Lanier County schools must provide programs that are national and even international in scope.

Planning education programs for Lanier County begins with the acknowledgement of a simple belief that every time a person acts, there is a rationale for the action. A parent speaking out at a P.T.A. meeting, a high school student rebelling about certain dress codes, a teacher organizing students for an instructional activity, and the Board of Education voting to establish specific school policies are all actions influenced by the basic beliefs and attitudes of the individual. In general, human beings are characterized by having intelligent principles or beliefs governing their actions. Rationales for the actions of an individual or a group which are unclear or confused lead to frustrations and could

result in defeating the purpose of the individual or group. An instructional program that is implemented without a clear, acceptable rationale might elicit student behaviors that are totally unacceptable by the school.

These principles or beliefs that govern our everyday actions may be called a "philosophy." A logical and well-defined educational philosophy, then, is a set of clear beliefs on which schools base educational programs and on which teachers base specific activities.

The educational philosophy of Lanier County consists of the following belief statements. They are grouped into 7 categories for clarity and for greater efficiency in planning the stages that follow the philosophy stage of the comprehensive plan. Following each set of philosophy statements there is a narrative explanation which describes in more detail or amplifies the various statements.

Beliefs About Students As Individuals

1. WE BELIEVE all students are individuals with unique characteristics and interests.
2. WE BELIEVE all students are capable of learning.
3. WE BELIEVE each student is a unique resource for the classroom.
4. WE BELIEVE that the social development of students is an important function of the school.
5. WE BELIEVE students need and want personal independence.
6. WE BELIEVE students can be responsible for their own behavior.
7. WE BELIEVE students can effectively participate in school decision-making.
8. WE BELIEVE each student is a worthy human being capable of making a good life for himself.
9. WE BELIEVE that each student should have an equal opportunity to learn, based on his/her needs, interests, and abilities.
10. WE BELIEVE all students have creative abilities.

It is significant to note that the first philosophy category outlined is "students as individuals." One strong belief, evident from many areas of the comprehensive plan, is that Lanier County places the highest priority on the students, and more specifically, the individual needs, interests, and characteristics of students. Each student brings to school unique ideas, interests, and experiences which make him a unique resource for learning. Although students enter school with varying degrees of learned skills, Lanier County believes that all students are indeed capable of learning new skills and that each student is creative in his/her own right. It is strongly believed that students also are capable of having the responsibility for their own behavior. As students grow physically and mentally, they seek higher degrees of independence and personal freedom, and with a program that accommodates this natural interest, students can be independent and responsible learners.

Another philosophical belief is that each student should have an equal opportunity to learn regardless of cultural backgrounds, economic conditions of the family, individual needs or learning abilities. This belief statement should not be misconstrued as meaning everyone should learn everything at an equal level of accomplishment. It does mean that each student should have an opportunity to participate in programs and to progress at his/her own rate without experiencing isolation due to race, social status, or mental or physical disabilities.

Lanier County further values the social development of students. It is believed that school experiences designed to enhance student skills of social interaction should be provided, as well as affective learning experiences that foster humanistic values and behaviors, but Lanier County believes that the responsibilities for social development of students should be shared by all segments of the community.

Recognizing student individuality is only an initial step toward developing a comprehensive educational plan. Providing learning experiences which take advantage of and which further develop the individuality of students is very high priority for Lanier County and will affect the design of the programs at all levels.

Beliefs About the Ways In Which Students Learn

1. WE BELIEVE all students need to experience success in learning.
2. WE BELIEVE success is enhanced through reward and positive attitude.
3. WE BELIEVE students learn best when content is relevant to their own lives.
4. WE BELIEVE students learn best through a process of actively participating in learning experiences.
5. WE BELIEVE learning can be fun and meaningful, and that students learn best when they are happy and self-assured.
6. WE BELIEVE each student has particular, individual learning patterns (styles) and creative ability which can best be accommodated through a wide variety of classroom experiences.
7. WE BELIEVE students learn through teacher models.
8. WE BELIEVE students learn through peer associations.
9. WE BELIEVE students should be aware that learning is a desirable goal in itself.
10. WE BELIEVE that learning to cope with failure is important to the positive self-esteem of a student.
11. WE BELIEVE that it is important to the learning experience for each student to be aware of his/her own warmth, abilities, values, and interests.
12. WE BELIEVE that students learn best in an environment that is pleasant and in one where the democratic process is modeled.
13. WE BELIEVE that students learn best when their natural curiosity and inquisitiveness are encouraged and satisfied.
14. WE BELIEVE that students learn continuously both in and out of school and both by doing and observing.
15. WE BELIEVE that students learn best when their physical needs are met.

16. WE BELIEVE that students learn when they are ready to learn and that they learn best when they are provided readiness experiences at all stages of development.

The Lanier County schools believe that students learn best those ideas and facts that have meaning and usefulness to them as individuals. Frequently much of what is interpreted as a lack of interest in learning is merely lack of interest in content and subject matter being taught. To ensure motivation and student participation, learning experiences must be relevant to the students' lives. In addition, these experiences should be designed to provide all students with opportunities to experience success. It is relatively simple to see that students are reluctant to experience failure, as anyone is, and respond negatively to situations which diminish their self-image. Human nature dictates that those experiences which enhance self-concept will be internalized and eagerly sought.

Learning takes place continually--not only when teachers are interacting with students, but also when students are interacting with each other. Teachers who have a student-centered philosophy will encourage student interaction and will not fail to tap that valuable source for learning. If the teacher's role is indeed that of a facilitator of learning rather than a dispenser of all knowledge, then the teacher is also a learner in the classroom and becomes a positive model for learning behavior. Therefore, through actively involving students in the learning process and being equally open to their ideas, the teacher can serve as a model learner, with a zest for learning, which is a human growth experience essential to everyone.

Students learn from their classmates and friends. Much of what they learn is not structured but occurs in informal sessions at their discretion. Lanier County schools believe that this concept is relevant in the classroom;

therefore, students should have an opportunity to assist each other in the learning process through activities structured for peer assistance.

An open, pleasant and sharing environment affects the attitudes of most students about the experiences they are having. Students who feel free to share their ideas and to ask questions, who understand their own strengths and weaknesses, who are encouraged to explore and who are involved in making decisions about their own learning will be "turned on" to school and will profit more from their school experiences.

Beliefs About The Teacher's Role In The Classroom

1. WE BELIEVE that the role of the teacher in the classroom is primarily that of a facilitator of learning.

2. WE BELIEVE teachers should be aware of and responsive to students' feelings and attitudes.

3. WE BELIEVE all teachers have unique teaching styles and creative ability which contribute to the total school program.

4. WE BELIEVE that all teachers should be aware of each student's capabilities, needs, interests, talents, and creativity when planning activities for and with students.

5. WE BELIEVE that if teachers are to inspire students to fully develop their potentials, teachers must not only master the content they teach but must also be warm, sensitive, approachable and growing individuals.

6. WE BELIEVE that student learning may be affected more by what teachers do than by what they say.

The Lanier County Schools believe teachers are unique individuals and possess the knowledge, awareness and skills that promote student learning. Further, the teacher is a facilitator of learning rather than a dispenser of all knowledge; and as a facilitator, teachers become an integral part of the learning process while sharing information, involving students in meaningful activities, and directing student interests into productive educational outcomes. It is also believed that teachers

possess a variety of creative, individualized teaching styles and techniques which can be identified, encouraged, and shared with fellow teachers.

One premise necessary for student growth is that the attitudes and feelings of students are deeply related to student performance and behavior. It is therefore believed that teachers must be responsive to the feelings and attitudes of students in order to maximize the learning process. Finally, it is believed that school administration should be aware of, responsive to, and open to teacher involvement in the total school program. Just as each student represents a unique resource to the classroom, each teacher is a unique and valuable resource to the overall program and operation of the school.

Beliefs About Grouping Students For Instruction

1. WE BELIEVE that a more effective program of instruction can be provided for students if they are grouped by school according to maturation level and similar interest.

   a. WE BELIEVE that a kindergarten school should include students, ages 3-5 and the 6-year-olds who do not have readiness for the first grade. The legal requirement for attendance should begin with children who are 5 years old by September 1. Attendance of 3-and 4-year-old children should be by choice of parents.

   b. WE BELIEVE that an elementary school should include students ages 7-9, the 6-year-olds with the readiness and maturity for a more formal structured program, and the 10-year-olds who are lacking in basic skills and in maturity for a program that requires more independence than the elementary school.

   c. WE BELIEVE that a middle school should include students age 11-13, the 10-year-olds who have the maturity for a middle school program and the 14-year-olds who are not prepared for advanced academic work at the high school level but need more success with academic work and peer associations.

d. WE BELIEVE that a high school should include students ages 15-18, the 14-year olds who are mature enough to participate in a program that is more specialized than the middle school and those students 19 and over who have a need to complete the requirements for a high school diploma.

e. WE BELIEVE that an adult general and occupational education school should include any adult who needs to complete certain academic requirements for a high school diploma, occupational related programs, and special courses (i.e., economics, cultural awareness, human growth and development).

2. WE BELIEVE that within each school, students can be grouped in various ways to maximize learning (interest, ability, learning style, needs, etc.)

3. WE BELIEVE that kindergarten students need the emotional security of a self-contained classroom with many opportunities for students to play and work together.

4. WE BELIEVE that elementary, middle and high school students need the stimulation and variety of personality provided by contact with more than one teacher.

The Lanier County Schools believe that public education should begin at age three and continue through high school for both youth and certain adult citizens in the county.

The Lanier County Schools further believe that a school population should be comprised of students who have similar interests, needs, and characteristics rather than students grouped together simply because of tradition or administrative logistics. A more appropriate program can be provided students when consideration is given to such characteristics as social and emotional maturity, physical development, and peer associations; such interests as life games, competition, cultural experience and leadership; and such needs as peer appraisal, basic academic skills, positive self-concept, and career awareness. The Lanier County Schools believe that the chronological age of students should be the first factor for identifying a group of students for a particular school, and that the assignment criteria, including age, should be flexible between each school

population. The assignment of students by age will generally follow the following grouping patterns:

(1) Kindergarten School - all students, ages 3-5 and centers 6-year-old students. The kindergarten school population will consist of 3 to 6 year-old students.

(2) Elementary School - All students, ages 7-9 and centers 6-and 10-year-old students. The elementary school population will consist of 6 to 10 year-olds.

(3) Middle School - All students, ages 11-13 and centers 10-and 14-year-old students. The middle school population will consist of 10 to 14 year-old students.

(4) High School - All students, ages 15-18 centers 14 year olds and those adult students, ages 19 and older, who need to complete the high school requirements. The school population will consist of students 14 years old and older.

(5) Adult General and Occupational Education School - all adults, regardless of age, who have general education needs and or needs for occupationally related skills and knowledge.

The student assignment criteria to be used for assigning individual students to a particular school should consist of, but not be limited to, the following areas:

(1) Physical Maturity
(2) Academic Achievement (Achievement and Criteria Reference Scores)
(3) Self-Esteem
(4) Interest
(5) Special Learning Disabilities
(6) Emotional Maturity
(7) Social Maturity

A decision for assigning a student should be the result of considering all areas and not just one or two. Teachers, principals and, when possible, the parents of the individual students should have an opportunity to make recommendations for student assignment.

In addition to the beliefs about grouping students by schools, the Lanier County Schools believe that grouping patterns within the classroom

should follow the same philosophy. The needs and characteristics of students form the base for defining grouping patterns in the classroom and not merely ability.

Beliefs About The Evaluation Process

1. WE BELIEVE evaluation should be an ongoing process used to determine the student's present status and also used to determine his/her future learning activities.

2. WE BELIEVE students should be evaluated with regard to their behavior, attitude, and their skill development.

3. WE BELIEVE students should be evaluated on their individual progress rather than in comparison to the group.

The Lanier County Schools believe that evaluation should be used as an instructional tool rather than as a procedure for reward or punishment. Educationally, evaluation serves little value as an end unto itself. Evaluation has significant importance as a diagnostic tool for determining where each student is and what progress he/she has made in relation to his/her abilities and previous experiences. Since the goals and objectives for the educational process are not limited to pure cognitive or content accomplishments, it is evident that evaluation should be broad enough to include behavioral and attitudinal growth as well as skill development.

Secondly, it is believed that evaluation should serve as a basis for determining the future learning needs of students and for more accurately guiding learning activities. If instruction is to be individualized, then evaluation must be equally responsive to and reflect individual student needs, interests, and abilities.

Beliefs About The Educational Program

1. WE BELIEVE a school facility must be flexible and supportive of program concepts and that attractive facilities enhance learning.

2. WE BELIEVE that a schedule should be designed for a program rather than matching a program to an existing schedule.

3. WE BELIEVE all special programs should incorporate specific educational objectives that complement the total school program.

4. WE BELIEVE individuals have a feeling of ownership for what they help develop.

5. WE BELIEVE that career awareness should begin with kindergarten experiences.

6. WE BELIEVE that all educational programs should be designed to meet the individual needs and interests of students and should be organized so that each student can move from one educational experience to another on an individual basis.

7. WE BELIEVE that all educational programs should enhance the ethical or moral development of students.

8. WE BELIEVE that developing interpersonal relationships of students should be an integral part of all school activities.

9. WE BELIEVE that educational programs in each school should provide for independence and should enhance the development of responsible behavior of all students.

10. WE BELIEVE that all educational programs should provide for the development of aesthetic values in all students.

11. WE BELIEVE that evaluating and changing programs to more effectively meet the needs and interest of students should be a continuous process.

12. WE BELIEVE that the educational program in each school should be as broad in content and process as are the needs and intersts of the students.

13. WE BELIEVE that the process that students experience is as important to the overall development of each student as the content learned.

14. WE BELIEVE that educational programs should focus equally on meeting the affective, cognitive and psychomotor needs of students.

15. WE BELIEVE that public educational programs, 12 months long, should be provided Lanier County citizens.

16. WE BELIEVE that the total community is the "classroom" for Lanier County Schools and that all community resources should be utilized by the school system.

17. WE BELIEVE that program planning should be a continuous process and that teachers should have adequate time for planning during the regular school day.

It is evident by the belief statements that precedes the program philosophy section that Lanier County Schools believe unquestionably that students are individuals with unique needs, interests and characteristics and that each student should have an equal opportunity to learn, based on his/her uniqueness. It is from this basis that educational programs and, more specifically, teaching and organizational strategies should be planned and implemented. These programs, in order to reflect the basic philosophy of the school system, must be designed to meet the individual needs and interests of each student and must be organized so that each student can move from one educational experience to another on an individual basis. In addition, the program in each school should be broad enough in content and process to accommodate the individuality of students. It should include academic experiences, as well as those experiences that are considered nonacademic, such as experiences that develop career awareness, positive attitudes about oneself and others, aesthetic values, and ethical and moral attitudes.

The Lanier County Schools further believe that the program must be supported by appropriate facilities and logistical arrangements. The type of building, its condition and the way it is utilized should be based on program concepts. The same is true with the length of the school year, as well as the school day. In general, school facilities, schedules, policies and procedures should support a program concept, rather than compromising and possibly weakening a program in order to match it to facilities and logistical arrangements.

It is further believed that the total community is the "classroom" for the school system to use in providing students a variety of experience in every subject area. For example, a student interested in banking

could, as a part of an educational program designed specifically for him/her, work in a bank in Lakeland a portion of the school day to acquire knowledge about the career and to become more aware of the types of knowledge and skills needed to become a banker.

The Lanier County Schools further believes that to be successful and fully supported, such an educational program must be designed with input from everyone who will be affected by the decisions that results.

Beliefs About The Community

1. WE BELIEVE in the need for community involvement in the educational process through input, assistance in implementing programs and feedback.

2. WE BELIEVE that changes in the educational program should be implemented as community-related needs are identified.

3. WE BELIEVE that a system of communication should exist between the community and schools for a continuous "two-way" flow of information.

4. WE BELIEVE that the direction of the school program should be a combined effort of the educators and the community, and that there should be a balance between input from the community and information from the educators about sound educational trends and programs.

The Lanier County Schools believe that the school and the community are--and should be--integrally related. The school has an obligation to serve the community by educating and training its young people as well as possible, with concern for their future roles in the community. In turn, the community is obligated to support educational efforts in every way that it can. Neither member of the partnership can exist in isolation of the other and still fulfill its commitment.

First, this responsibility means that community needs and community views must be considered by the school during all the phases of program planning, whenever educational policies are being made. Secondly, the

school must include community members--parents, political figures, civic organizations, and all other citizens--in the planning, as well as in the day-to-day process of executing the plans that the school and the community jointly agree to and finally, both the school and the community share the obligation of evaluating the results of all educational programs.

NEEDS AND INTERESTS OF STUDENTS

NEEDS AND INTERESTS OF STUDENTS

This stage of the Comprehensive Education Plan is based on the concept that all students are individuals with unique needs, interests, characteristics and abilities and that each student should be considered the most important element in the teaching/learning process. It is also based on the belief that educational programs should be designed to accommodate the individuality of each student. Therefore, this state of the plan is a critical step toward defining, more specifically, the populations for which education programs will be planned.

Specific knowledge about the physical, mental, emotional and social characteristics of students at each chronological age is essential to the understanding of the individuality of students. Knowledge about their interests and needs by major levels of maturation is also very important and will be considered along with characteristics.

The behaviors of the school populations will be discussed as either conditioned or natural behavior for the purpose of developing this stage of the plan.

Studies of human growth and development by Piaget, Bloom and others, reveal that there are certain behaviors that can be expected from children at different levels of maturation. These behaviors are consistent enough with the chronological age of children, youth and adults to be called natural. For example, one may expect a 10-year-old boy to express a dislike for girls in front of his peers while at the age of 16 he will be very eager to demonstrate to his peers his ability to "woo" a girl.

While there is a natural sequence of behavior that can be predicted at different levels of maturation, there are also those behaviors that are unpredictable, called in this discussion...conditioned behaviors. These may be defined as those behaviors that result from environmental and cultural influences. J. M. Hunt, as early as 1961, argued that it was no longer defensible to hold that intelligence is fixed and develops only in accordance with a predetermined genetic code. He revealed evidence that supports the theory that the environment is an important determinant in the intellectual functioning of the individual. This theory relates to an individual's intellect but could be broadened to encompass attitudes, values, beliefs and interests.

It should be emphasized that, while it is possible to predict natural behaviors by level of maturation, it is not possible to predict behaviors for each person at any given age simply because of the differences in rates of maturity of different individuals. A 5-year-old child may be as mature physically, mentally and emotionally as a 7-year-old due to experience and innate ability as well as the many influencing factors that may prevail. This, of course, is the rationale for assigning students to the respective schools based on maturation and interests rather than chronological age.

It is evident, at this point in the discussion, that it is difficult to completely differentiate between natural and conditioned behavior. The natural behaviors are those that can be predicted at different maturation levels and may be discussed as characteristics, needs and interests, while those that are categorized as conditioned behaviors are unpredictable and result, primarily, from environmental and cultural influences. It is theorized that the environmental and cultural factors surrounding a student,

as well as his innate ability, contribute significantly to his behavior. For example, a 5-6-year-old student is dominated by his perceptions and not his thought processes so that when a magician creates a rabbit out of nothing, he believes it. This is a natural behavior according to Piaget and it can be predicted. Yet, there are exceptional 5-6-year old students who do demonstrate the use of some thought processes and would question the appearance of the rabbit. This more advanced behavior is conditioned behavior.

Educational programs must accommodate all students regardless of their environmental and cultural experiences of their innate abilities. It is not the intention of this discussion to establish a rationale for programs that are based solely on natural behaviors. On the contrary, its purpose is to provide a description of the characteristics, needs and interests of students at different maturation levels in order to develop a more thorough knowledge of the individuality of students.

The programs and specific activities that will be discussed during the development section of the comprehensive plan will be influenced by the specific differentiation of the student populations discussed in this stage of the comprehensive plan. The discussion will consist of the expected natural behaviors categorized by characteristics, needs and interests of students in the age ranges outlined in the Philosophy of the Lanier County School System (Report A), since that was the stage in which beliefs about the assignment of students for instruction by maturation levels and interests were set down.

The information on the characteristics of students relates to the physical, attitudinal, mental, emotional and social behaviors that are expected of students at the respective maturation levels under discussion.

Benjamin S. Bloom's Taxonomy of Educational Objectives was used to classify the needs of students for greater clarity and to enhance the utilization of the needs in planning subsequent stages of the plan. Each need has been classified as either (1) cognitive, which are those that are related to thinking, knowing, performing and problem-solving; (2) affective, which are those that relate to attitudes, values, interests, appreciation and social-emotional adjustments; (3) psychomotor needs, which relate directly to manual aid and motor skills.

The interests of students presented are those things they want to accomplish and/or want to participate in. The information offered is more nonacademic than academic. However, it is recognized that interest can be very academic. This area of the individuality of students is pursued because of the belief that the natural inquisitiveness and independence of students should be accommodated in planning and implementing educational programs.

The characteristics, needs and interests are presented in a general discussion by the following maturation levels identified by age group: ages 3-5, 6-9, 10-14, 15-18, and 19 and over. As was discussed previously, there is no established set of behaviors identified by age, except in a general way. Some students may have characteristics that fall in two levels of maturation, as in this case--age group, while others may have characteristics of an altogether different age group than their own.

In addition to the general discussion by age group, information on each category is presented in table form using a continuum arrangement of expected student behaviors from 3-year-olds to adult.

Ages 3-5

Students who are from 3 to approximately 5 years old demand much physical activity to accommodate psychological changes but are susceptible to fatigue easily. Muscular development is confined largely to the large muscles. Some skills are developing in the arms, legs, and trunk, but the development of various motor skills is uneven. These children are interested in people and the things around them. They are extremely dependent on their parents for security, and therefore, the transition away from their families must be a gradual one. They demand some independence such as wanting to dress themselves or to carry their food tray without help. They enjoy informal experiences with music, clay, etc. and are very inquisitive. Students at this age will not only ask questions but will expect answers. It is important to them to please the adults around them and thus demonstrate a cooperative and involved attitude. Their attention span is short and so activities must change frequently. They boast, are bossy and have little concept of property rights. Students at the upper range of this age can carry on conversations with 4-6 word sentences. They like to talk, and they especially like to tell stories about themselves and their families. They are uninhibited, open and honest with others and think that everyone else is, also. They reflect the feelings and attitudes of adults about them, but they are sensitive and expressive about their own feelings. They enjoy locomotive and manipulative play and freely use their imaginations in play. At this age, they are beginning to acquire some self-control and self-confidence. The more mature students in this group are aware of, but not interested in, sex differences; they display little group loyalty but enjoy performing tasks or playing with from one to three children.

Students from 3-5 years of age are interested in themselves, animals and people, in general. They like toys that are models of the "real" things in their world. They like to role play with their friends and occasionally by themselves. They enjoy learning from adults, games and television.

Students at this age need security with the family and while at school. Experiences are needed that are free of pressure and unrealistic adult expectations. The 3-5-year-old is moving from the family circle to new adult models. Companionship of other children is important. A variety of physical activities are needed to develop the muscles of arms, shoulders, trunk and legs. The 3-5-year-olds need an opportunity to talk with peers and adults, to learn about each other, to recognize their own feelings and the feelings of others. They need experiences that require sharing, cooperation and group participation. It is very important for students at this age, to have experiences involving living things in their activities. They need a variety of experiences that allow for creative expression with music, paints, clay, etc. Stories and drama are important to this age child. The older child in this age range needs problem-solving experience. They all need to become aware of the difference between right and wrong and should have many opportunities to be responsible for their own behavior. They need to be listened to by adults, and they need their questions answered.

Ages 6-9

Students in this age group show relatively slow growth, though there are wide variations, each having its own individual significance. They have uneven and incomplete muscular development, with more control over large muscles than over small. Like the 3-5-year-olds, they are active,

but fatigue easily and need frequent rest periods. Their bodies are generally sturdy and healthy. They are developing eye/hand coordination as evidenced by manipulative skills in handwork. At about the sixth year, students have reasonably good basic motor skills and are ready to learn new and more complicated coordination. Students in this group begin to exhibit speed and energy of muscular activities. At about the eighth year, there are decided increases of speed and smoothness in fine motor performance. The 6-9-year-olds enjoy wild running and jumping games of individual competition where one is "it." They enjoy organized games, but have some problem grouping highly organized rules. They are good listeners and are more mentally active and reflective than appears on the surface. They learn, not only by rote, but by participation and a creative kind of self-activation during the sixth and seventh years, with rote learning more prominent in the eighth and ninth years. They begin, by the latter part of this period, to see conclusions, contexts and implications. Most students in this group have ideas beyond their ability to write them. They are constantly seeking to acquire new experiences and interpret books and stories in terms of their own experiences. As they mature, they begin to set high goals for themselves and often feel deeply ashamed of mistakes. At this age, students begin to accept adulthood and death as a natural part of life. This age student is cautious, self-critical and anxious to do things well as he acquires self-confidence and assumes responsibilities. They begin to seriously evaluate self and are often serious in thought. They rebel at punishment before others. Interests of boys and girls are diverging and there is less play together as they participate in gangs and groups. At this age, students are acquiring a sense of humor, learning to control or inhibit emotions.

They display a variety of interests, particularly in music, dance, movies, television. There is a concern on the part of the six and seven-year-olds with almost everything of the present time and immediate environment; at eight and nine, they extend their range in time and space and begin to contrast the present with the past. They begin to enjoy competitive sports and team up within their own sex for group activities. During these years, students become more conscious of their own racial status and nationality; they do not discriminate against children of different races or social positions unless influenced by adults or older children. They do discriminate against members of a different group or neighborhood, simply because they are "outsiders."

Ages 10-14

Students who are 10-14 years of age, are in a transitional period. They move rapidly through a complex developmental cycle, taking them from childhood to adolescence. They undergo physical, social, psychological and intellectual changes that offset attitudes and behaviors in a manner unique from other age groups. Some of the general characteristics of this age are physical awareness, concern with personal appearance, preference of interaction with peers, impulsiveness in words and actions, and intense interests which are not always sustained on various pursuits. During this "pubescent spurt" the rate of growth is very rapid. Girls are usually taller and heavier than boys, while the boys' hands and feet appear to be oversized. The students appear to be awkward in their movement, especially the girls. They have poor control due to the out-of-proportion body framework and muscular development that results from a rather rapid growth. The heart does not grow, at this age, as rapidly as the body, therefore, low blood pressure can be expected, as can quick

fatigue in competitive games. They experience rapid psychological change. The puberty cycle is in progress; the reproductive organs are maturing rapidly. Secondary sex characteristics appear. Many girls are embarrassed by the development of breasts and hips. The period of changing voice and initial hair growth on the face is equally embarrassing to boys. The increase in size and strength of muscles at this age leads to greater interest in outdoor activities and competitive sports. At this age, competition is keen and they all need a chance to compete in all forms of games and sports regardless of their ability. They have a tendency to want to prove themselves to their peers and adults, and as a result, they get over-involved causing undue stress and tension. At this age, there is a shift to own-age codes. Prestige is more important than adult approval. The gang interest is changing to interest in one or two "best" friends. They become interested in the opposite sex at this age, though this characteristic is much more prevalent among the girls than the boys. Sex consciousness with many students causes self-consciousness and shyness with the opposite sex. Teasing among this age student may denote sex attraction.

During this transitional period, students need to develop their personalities more completely while continuing to master the tools of learning. They need to be introduced gradually to areas of specialization through exploratory programs which allow them to sample future program offerings.

Opportunities for independence are needed with some direction and regulations. They need to experience success frequently as well as attention and recognition for personal efforts and achievements. The 10-14-year-olds need a program that is free of excessive pressure and isolation;

that provides students an opportunity to chose from both academic and nonacademic experiences; and that is flexibly organized so that students with common educational needs and interests can participate together regardless of age or achievement. Most of all, the students in the transitional period need teachers and administrators that understand them and that can adjust to their impulsiveness, ambivalence, impatience, anxiousness and to their many moods, which are characteristics of the 10-14-year-olds primarily due to the rapid maturation changes.

Ages 15-18

Students between the ages of 15 and 18 are mature enough for sophistication in studies and social activities. The girls are from 1-2 years ahead of boys in physical development and in sexual maturity. The faces of both girls and boys have attained adult contours by this age. The awkward age is leveling and fine motor skills and general coordination are very noticeable. The muscles of boys become hard and firm, while the muscles of girls remain softer. The puberty cycle is complete, yet there may be a period of glandular instability with fluctuations in every level with the 15- and 16-year-olds. Symptoms of glandular instability may include headaches, nosebleeds, "nervousness," palpitation and acne. During the ages of 15-18, students reach physiological adulthood, but lack adult experiences. They will exhibit an attitude of being very informed, be intensely emotional and seek a place in the life around them. There is a stronger desire to conform to standards of the age-group than to respond to adult guidance. Many respond more readily to the influence of the teacher than of their parents. They need and seek adult companionship and adult models. They can compete in games requiring higher skills. At this age, groups will evolve according to physical maturation and

interests. The boys like to be thought big, strong and healthy, while girls want to be pretty. In both sexes, there is interest in and there is emphasis on physical attractiveness and good grooming. However, because of a strong desire for uniformity, some oddities in dress, by adult standard, will be followed by all for some time. More adult attitudes about the future emerge at this age. They are interested in earning money, setting goals and making plans for the future, particulary in relationship to a vocation or career. They are willing to assume responsibility and are expected to do so by adults, but many are unable to manage their own behavior due to the lack of responsibility during the adolescent years. They have a very strong interest in becoming completely independent of parental control and will recognize a generation gap between their life style and that of the adults with whom they are familiar. They are interested in dating, in all social events, in motor vehicles, and in competition. Many are interested in a variety of creative experiences. The 15-18-year-olds need a program that will provide exploratory experiences, basic academic skills, social activities and knowledge and skills that lead to vocations and/or careers.

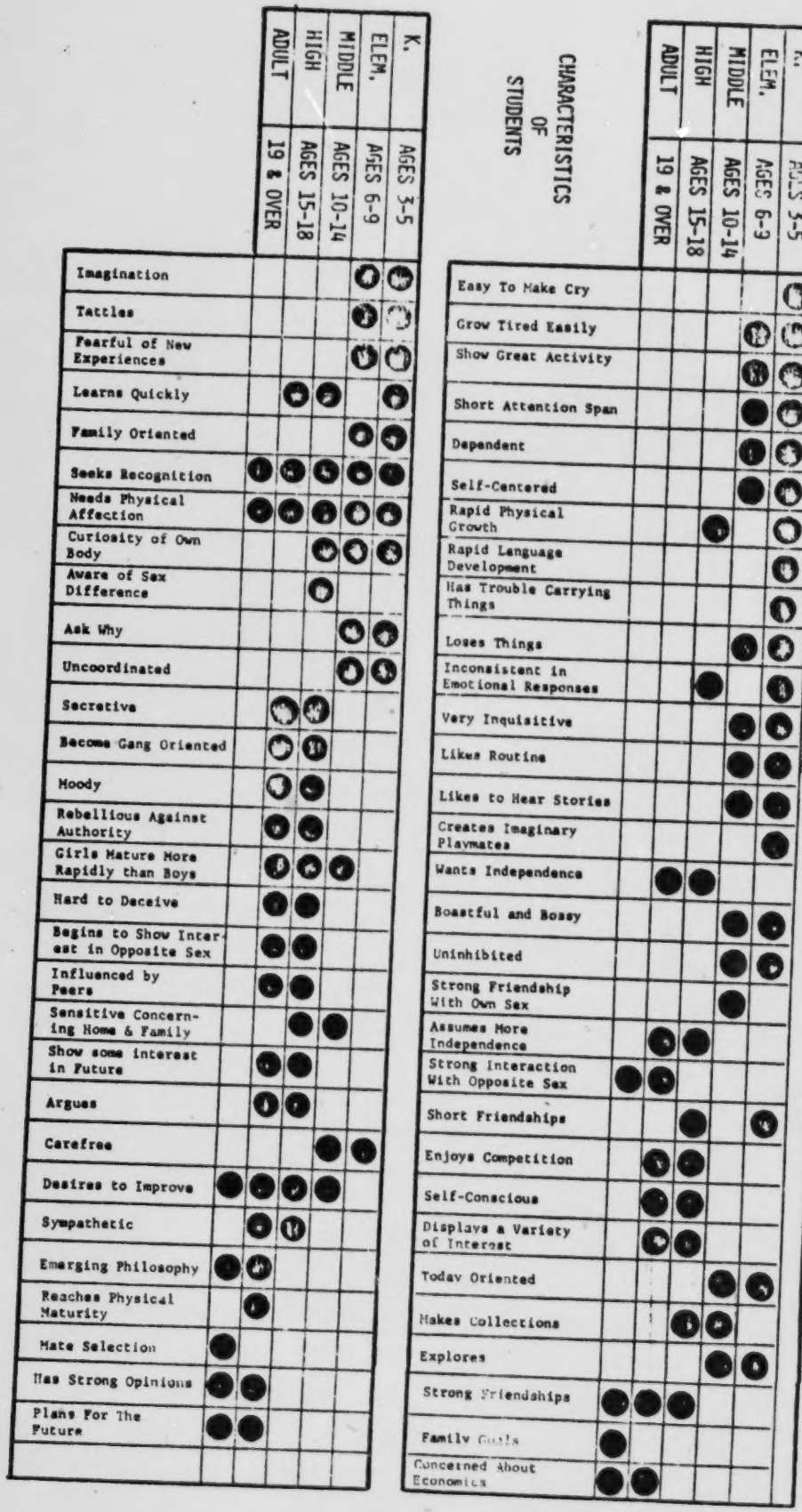
Ages 19 and Over

Students who are 19 and over are, basically, physically mature. They continue to experience emotional growth and have some problems adjusting to adult situations because of emotional immaturity. The 19- and 20-year olds are eager to become accepted into the adult world by adults and serve as models for younger students. This eagerness will cause many young adults to make decisions about selecting a mate, starting a family, and joining social groups before they are ready emotionally and

mentally. Most 19-25-year-olds are interested in becoming completely independent of other adults through economics, relationships, and vocational and community involvement.

Learning is important to the 19-year-old and older student, but primarily as it relates to job opportunities. Interest in education diminishes significantly from ages 22 to 28 because of an extremely high interest in becoming a member of an established family unit, of a vocational or career group, and of the community or social groups. At about 28-30 adults become interested again in personal education. They seem to evaluate their personal success with the family, the community and/or the occupation and become interested in exhibiting the skills and knowledge that will enhance their success in one or all of these areas. They become extremely interested in personal improvement, especially the 28-35-year-old woman.

Adults (19 and over) need opportunities to pursue educational goals in the areas of basic education, improvement for job opportunities and personal improvement. A program must be comprehensive and provide for meeting the needs and interests of adults who do not attend a college or vocational school upon graduating from high school.


CHARACTERISTICS OF STUDENTS
SCHOOL
STUDENTS
K.
ELEM.
MIDDLE
HIGH
ADULT
AGES 3-5
AGES 6-9
AGES 10-14
AGES 15-18
19 & OVER
BEHAVIORS
Easy To Make Cry
Grow Tired Easily
Show Great Activity
Short Attention Span
Dependent
Self-Centered
Rapid Physical Growth
Rapid Language Development
Has Trouble Carrying Things
Loses Things
Inconsistent in Emotional Responses
Very Inquisitive
Likes Routine
Likes to Hear Stories
Creates Imaginary Playmates
Wants Independence
Boastful and Bossy
Uninhibited
Strong Friendship With Own Sex
Assumes More Independence
Strong Interaction With Opposite Sex
Short Friendships
Enjoys Competition
Self-Conscious
Displays a Variety of Interest
Today Oriented
Makes Collections
Explores
Strong Friendships
Family Ouels
Concerned About Economics
Imagination
Tattles
Fearful of New Experiences
Learns Quickly
Family Oriented
Seeks Recognition
Needs Physical Affection
Curiosity of Own Body
Aware of Sex Difference
Ask Why
Uncoordinated
Secretive
Become Gang Oriented
Moody
Rebellious Against Authority
Girls Mature More Rapidly than Boys
Hard to Deceive
Begins to Show Interest in Opposite Sex
Influenced by Peers
Sensitive Concerning Home & Family
Show some interest in Future
Argues
Carefree
Desires to Improve
Sympathetic
Emerging Philosophy
Reaches Physical Maturity
Mate Selection
Has Strong Opinions
Plans For The Future

NEEDS OF STUDENTS

SCHOOL	STUDENTS
K.	AGES 3-5
ELEM.	AGES 6-9
MIDDLE	AGES 10-14
HIGH	AGES 15-18
ADULT	19 & OVER

COGNITIVE

- Oral Expression Skills
- Develop Concept of Symbols
- Develop Concept of Class
- Vocabulary Improvement
- Listening Skills
- Differentiate Between Process & Content
- Differentiate Between the Living/Non-Living
- Knowledge of Social Rules
- Inquire
- Explore
- Creative Expression
- Decision-Making based on Fact/Experience
- Aware of Physical World
- Manipulate Concepts by Thought
- Develop Concept of Ordering Object/Activity
- Sequencing Skills
- Problem-solving Skills
- Develop Concept of Number Operations
- Recognition of Aural & Pictorial Meanings
- Visual Discrimination and Recognition
- Audio Discrimination and Recognition

K.	ELEM.	MIDDLE	HIGH	ADULT
AGES 3-5	AGES 6-9	AGES 10-14	AGES 15-18	19 & OVER

- Kinesthetic and Tactile Perception
- Develop Abstract Thought
- Knowledge of Different Cultures
- Writing Skills
- Reading Skills
- Speaking Skills
- Evaluate Abstract & Concrete Information
- Structuring Skills
- Aware of Danger
- Research Skills
- Define Words and Phrases
- Knowledge of Historical Facts
- Knowledge of the Environment
- Aware of Career Opportunities
- Occupational Skills
- Knowledge of Physical Development
- Knowledge of Health and Nutrition
- Human Relations Skills
- Knowledge of Socio-Economic
- Cultural Knowledge
- Social Organization Knowledge

NEEDS OF STUDENTS

SCHOOL	K.	ELEM.	MIDDLE	HIGH	ADULT
STUDENTS	AGES 3-5	AGES 6-9	AGES 10-14	AGES 15-18	19 & OVER
Success	●	●	●	●	●
Limited Responsibilities	●	●			
Simple Conversation	●				
Sharing Attitude	●	●			
Feeling of Security	●	●	●		
Self Confidence	●	●	●	●	●
Some Independence Of Family	●				
Freedom From Undue Pressure	●	●	●	●	●
Expression of Feelings	●	●	●	●	●
Empathy		●	●	●	
Follow Directions	●	●	●		
Self-Management	●	●	●		
Awareness of Others	●	●	●		
Individual Recognition	●	●	●	●	●
Cooperative Attitude		●	●		
Group and Individual Identity		●	●		
Peer Approval		●	●	●	
Adult Approval	●	●	●		
Know "Right" From "Wrong"	●	●	●		
Answer to Questions	●	●	●		
Know Real From Imaginary	●	●	●		
Outlet for Questions	●	●	●		
Physical Self-Expression	●	●	●	●	
Verbal Self-Expression	●	●	●	●	
Sensitive To The Feelings of Others	●	●	●		
Status With Group	●	●	●		
Awareness of Personal	●	●			

AFFECTIVE

SCHOOL	K.	ELEM.	MIDDLE	HIGH	ADULT
STUDENTS	AGES 3-5	AGES 6-9	AGES 10-14	AGES 15-18	19 & OVER
Little or no competition	●				
Feeling of Acceptance	●	●	●	●	●
Some Structure	●	●	●	●	
Social Roles Identified			●	●	●
Sexual Roles Identified			●	●	
Acceptance of Individual Difference			●	●	●
Positive Relationship With Own Sex			●	●	●
Positive Relationship w/opposite Sex				●	●
Interaction with Adults	●	●			
Acceptable Personal Appearance			●	●	●
Major Responsibilities				●	●
Adult Models	●	●	●	●	
Freedom of Choice		●	●	●	
Support from Family	●	●	●		
Adaption to Social Fads			●	●	
Close Friendship			●	●	
Fellowship Role Identified				●	
Leadership Role Identified				●	●
Emotional Independence from Family					●
Identify Adult Role For Self					●
Mature Attitude About Sex					●
Financial Security					●
Domestic Security				●	●
Concrete Goals					●
Competition				●	●
Purpose of Learning				●	●
Accept Decrease in					●

INTERESTS OF STUDENTS

SCHOOL	STUDENTS	ITEM
K.	AGES 3-5	Self
ELEM.	AGES 6-9	Animals
MIDDLE	AGES 10-14	Role Playing
HIGH	AGES 15-18	Toys
ADULT	19 & OVER	Self-Expression
		Learning
		Television
		Movies
		Music
		Games
		Arts & Crafts
		Dancing
		Traveling
		Hobbies
		Creating Things
		Talking
		Nature
		Making Money
		Fantasy
		Fighting
		Humor
		Experimenting
		Opposite Sex

SCHOOL	STUDENTS	ITEM
K.	AGES 3-5	Sports
ELEM.	AGES 6-9	Fads
MIDDLE	AGES 10-14	Physical Appearance
HIGH	AGES 15-18	Clubs & Organizations
ADULT	19 & OVER	Planning for the Future
		Leisure Time
		Talking on the Telephone
		Shopping
		Drama
		Choosing a Mate
		Good Health
		Career/Vocation
		Current Events
		Homemaking
		Motor Vehicles
		Clothes
		Independence
		Finding a Congenial Social Group
		Religion
		Marriage
		Rearing Children
		Civic Responsibilities

NEEDS OF STUDENTS

SCHOOL	STUDENTS	PSYCHOMOTOR
K.	AGES 3-5	
ELEM.	AGES 6-9	
MIDDLE	AGES 10-14	
HIGH	AGES 15-18	
ADULT	19 & OVER	

Eye-Hand Coordination				●	●	
Foot-Eye Coordination				●	●	
Small Muscle Coordination			●	●	●	
Large Muscle Coordination				●	●	
Motor Coordination			●	●	●	
Rhythmic Response			●	●	●	
Physical Development			●	●	●	
Fine Motor Skills		●	●			
Manual Dexterity			●	●		

	K.	ELEM.	MIDDLE	HIGH	ADULT
	AGES 3-5	AGES 6-9	AGES 10-14	AGES 15-18	19 & OVER
Vigor and Strength			●		
Balance	●	●			
Physical Fitness	●	●	●	●	●
Endurance			●	●	●
Team Sport Skills			●	●	
Individual Sport Skills			●	●	●
Correct Posture		●	●		
Alertness	●	●	●	●	●

GOALS

EDUCATIONAL GOALS

The definition of an education program begins with the identification of desired outcomes which are based on the needs of the school population and the educational philosophy of the school and community. Desired outcomes provide a school system with general directions for planning and implementing all programs. By identifying desired outcomes, a school system can more accurately and more clearly define the specific accomplishments expected of students, teachers, and school administrators. It has been established that the major function of the Lanier County schools is to provide education programs that meet the needs and interests of each student (student centered). To truly function as a student-centered school system, directions are needed that will aid in planning specific activities designed to accomplish the desired outcomes.

The desired outcomes for the Lanier County schools will be presented in this section of the Comprehensive Education Plan in classes called Goals. More specifically, they are general statements of desired outcomes characterized by being timeless and not concerned with a particular achievement within a specified time period. Goals have not only provided general directions for developing the Comprehensive Plan but have also been the basis from which both objectives and activities have been determined. For even more clarity and manageability, each goal has been broken down into one or more sub-goals which express desired outcomes in more specific terms.

Goals are presented in this stage as either product goals, which express the desired outcomes relating to student behavior and attitudes, or process goals, which relate to programs, systems and strategies to be provided by the school system for reaching the product goals.

The product goals for Lanier County students presented in this stage of the plan were identified and arranged in order of priority by representatives of the school and community including students, parents, and school personnel. Eighty-five sub-goals encompassing all desired outcomes in education were rated as important (agreed) or unimportant (disagreed) to the Lanier County school system while each sub-goal rated as important was ranked in order of priority. The elimination and the prioritizing of sub-goals were based on frequency of response. The order of priority of goals was based on the priority of sub-goals. The goals and sub-goals statements and process that was utilized for arranging them in priority order were influenced by a model developed by the Commission on Educational Planning - Phi Delta Kappa, Inc. for establishing education goals.

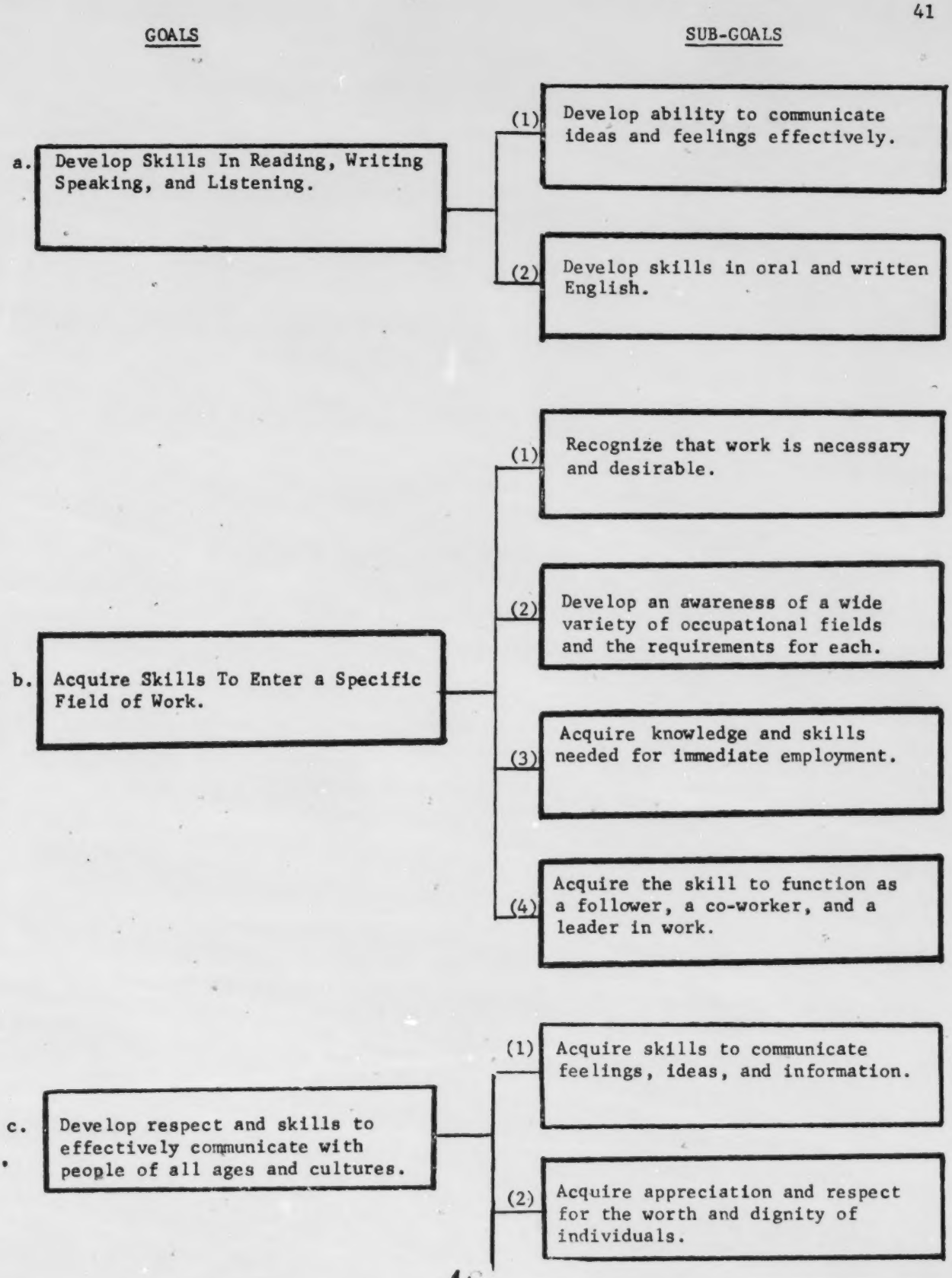
The process goals are not in priority order but are presented in a natural sequential order since the desired outcomes are more program than product oriented.

PRODUCT GOALS

The present conditions of our society provide a serious challenge to the individual and his/her ability to become a mature, productive, independent person. The challenge is compounded by the tremendous changes expected to take place in the future with regard to progress in communication and transportation, population dynamics, technological advances and the knowledge explosion. The conditions of our society do not make individuality less essential. They point rather to the necessity of placing additional emphasis on the individual as the focal point in educational endeavors.

It is appropriate, then, that the following product goals and sub-goals for the Lanier County schools are directed toward the development of the individual.

Each goal and sub-goal is presented in order of priority with the first the highest priority and the last the lowest priority.


GOALS
SUB-GOALS
a. Develop Skills In Reading, Writing Speaking, and Listening.
(1) Develop ability to communicate ideas and feelings effectively.
(2) Develop skills in oral and written English.
b. Acquire Skills To Enter a Specific Field of Work.
(1) Recognize that work is necessary and desirable.
(2) Develop an awareness of a wide variety of occupational fields and the requirements for each.
(3) Acquire knowledge and skills needed for immediate employment.
(4) Acquire the skill to function as a follower, a co-worker, and a leader in work.
c. Develop respect and skills to effectively communicate with people of all ages and cultures.
(1) Acquire skills to communicate feelings, ideas, and information.
(2) Acquire appreciation and respect for the worth and dignity of individuals.

c. (Continued)

- (3) Acquire an appreciation for and understanding of other people and other cultures.
- (4) Develop a willingness to live in a racially integrated society.
- (5) Acquire an understanding and tolerance of dissent.
- (6) Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
- (7) Acquire an awareness of processes of group relationships.

d. Develop self-esteem, pride, and a feeling of self-worth.

- (1) Acquire an understanding and respect for one's own abilities, interests, values, aspirations and limitations.
- (2) Develop a feeling of positive self-worth, security and self-assurance
- (3) Develop a feeling of pride in workmanship and accomplishments.

e. Develop a desire for continuous learning.

- (1) Develop intellectual curiosity and eagerness for life-long learning.

e. (Continued)

- (2) Develop a positive attitude toward continuing independent education.
- (3) Acquire the skills for setting personal educational goals.
- (4) Develop the ability and desire to use the learning resources of the community.

f. Acquire the knowledge, skills, and attitudes for effective citizenship.

- (1) Develop the respect for the office of appointed and elected officials
- (2) Develop the ability and desire to participate in community services and activities.
- (3) Develop an awareness of civic rights and responsibilities.
- (4) Develop an attitude of respect for personal and public property.
- (5) Develop a desire to improve the quality of life in the community.
- (6) Acquire knowledge and skills relevant to the citizen's role in the decision-making process of government and politics.

g. Acquire a general education.
- (1) Acquire knowledge and skills in the use of natural sciences, mathematics, and social sciences.
- (2) Acquire skills in utilizing educational processes.
- (3) Acquire skills in locating, organizing, and analyzing information.

h. Acquire an understanding of the democratic process and skills for utilizing it.
- (1) Acquire knowledge and appreciation of the rights and privileges in our democracy.
- (2) Acquire the understanding of the structure and functions of local, state, and national governments.
- (3) Acquire an understanding and value for the functions, relationships, and responsibilities of labor and management.
- (4) Develop an understanding of the American heritage.
- (5) Acquire the understanding of freedom as the right to make choices within the framework of concern for the general welfare.

i. Acquire knowledge and skills for family living.
- (1) Acquire an understanding and appreciation for the role and responsibilities of each family member.

i. (Continued)

- (2) Acquire an understanding and appreciation of the principles of living in the family group.
- (3) Develop an awareness of the family unit's position in the structure of the community and/or culture.

j. Develop self-respect and good character.

- (1) Develop moral responsibilities and sound ethical behavior.
- (2) Develop self-discipline as related to work, study, and play.
- (3) Acquire a sense of values and goals that are morally and ethically sound.

k. Acquire the knowledge and skills for good management.

- (1) Develop an understanding of economic principles and responsibilities.
- (2) Acquire the skills to make reasonable decisions regarding use of time.
- (3) Develop ability and understanding in personal buying, selling, and investing.
- (4) Acquire skills in management of nature and human resources in man's environment.

1. Practice and understand the concepts of health and safety.
   - (1) Develop an understanding of the need for good physical health and safety.
   - (2) Establish an effective individual physical fitness program.
   - (3) Acquire skills and recreational activities that can be utilized throughout life.
   - (4) Develop a concern for public health and safety.
   - (5) Acquire the knowledge of the effect of drugs, alcohol, and tobacco.
   - (6) Acquire the knowledge of human biological processes and functions.

m. Develop an understanding of the continuous changes in society and the world.
   - (1) Develop abilities to adjust to the changing demand of society.
   - (2) Acquire an understanding of the social, economical, and political implications of population growth and environmental changes.
   - (3) Acquire knowledge of the influence of family and religions and community organizations in shaping values in a changing society.

m. (Continued)

(4) Develop understanding of the past, awareness of the present, and skills to meet the future.

n. Acquire knowledge and skills for use of leisure time.

(1) Develop the ability to make constructive and enjoyable use of leisure time.

(2) Develop a positive attitude toward participating in a range of leisure time activities that are physical, intellectual and creative.

o. Acquire an appreciation for culture and nature.

(1) Develop abilities for effective expression of ideas and cultural appreciation.

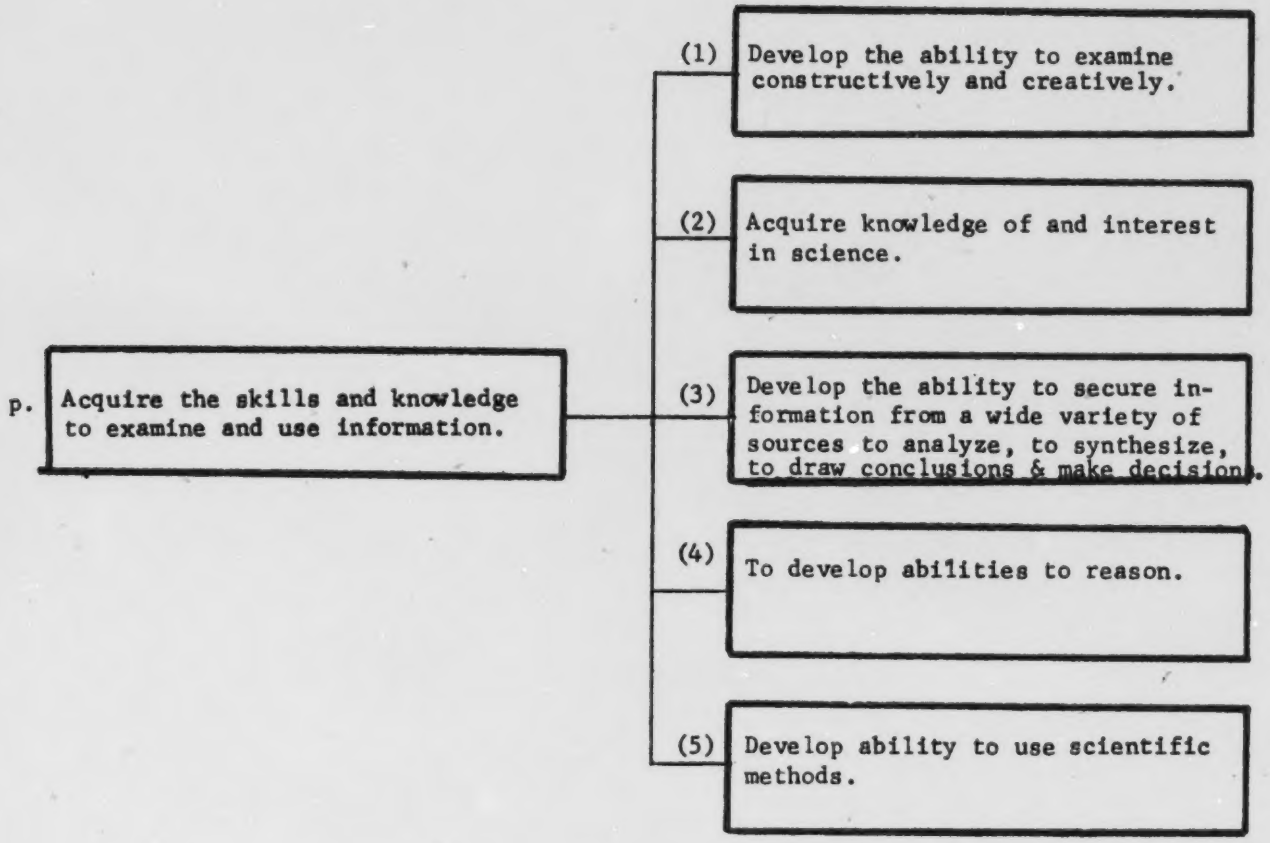
(2) Develop creative self-expression through various media (art, music writing, etc).

(3) Develop an appreciation for the beauty of nature.

(4) Recognize and value creativity as a basic human need.

(5) Acquire knowledge, skills and a desire of life-long growth in Art and Music.

(6) Acquire an understanding and appreciation for the contribution of social, religious, and national groups to different cultures.


p.
Acquire the skills and knowledge to examine and use information.
(1)
Develop the ability to examine constructively and creatively.
(2)
Acquire knowledge of and interest in science.
(3)
Develop the ability to secure information from a wide variety of sources to analyze, to synthesize, to draw conclusions & make decision.
(4)
To develop abilities to reason.
(5)
Develop ability to use scientific methods.

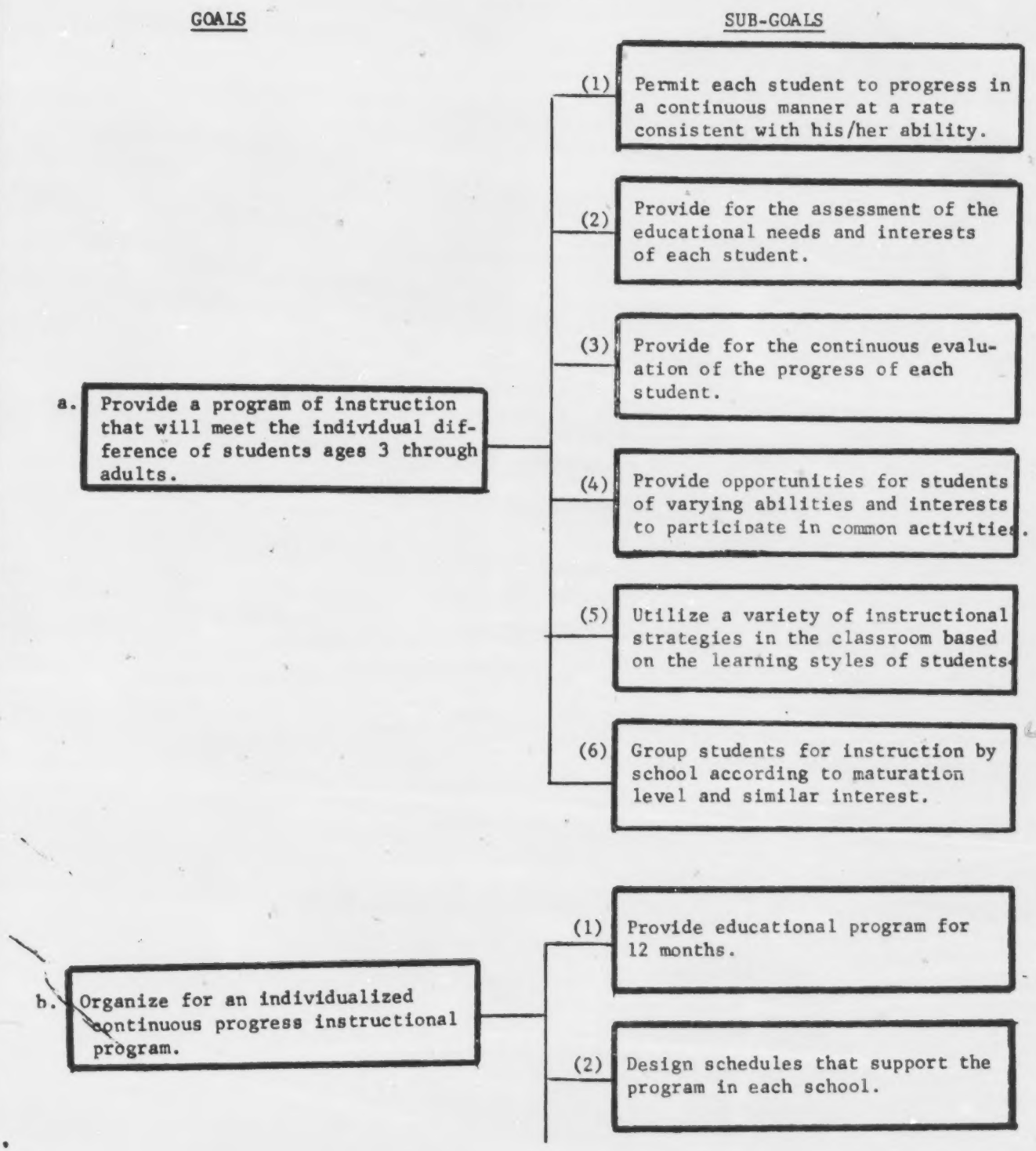
PROCESS GOALS

The system of educating boys and girls and certain adult citizens of Lanier County is enhanced by having definite desired outcomes described for planning, organizing, and implementing programs and for providing supportive services to the education system.

Process goals will not only reflect the desired outcomes for providing programs but will also reflect the strategies and logistical arrangements necessary for implementing programs that focus on the product goals.

The following process goals and sub-goals represent the directions for developing and operating education programs that are relevant to the needs and interests of Lanier County students. They provide the structure, the strategies, and the general content important to the reaching of product goals. While these goals are not ranked in priority order, they are arranged in sequential order to aid in planning program and strategies and monitoring the progress of each.

PROCESS GOALS


GOALS
SUB-GOALS
a. Provide a program of instruction that will meet the individual difference of students ages 3 through adults.
(1) Permit each student to progress in a continuous manner at a rate consistent with his/her ability.
(2) Provide for the assessment of the educational needs and interests of each student.
(3) Provide for the continuous evaluation of the progress of each student.
(4) Provide opportunities for students of varying abilities and interests to participate in common activities.
(5) Utilize a variety of instructional strategies in the classroom based on the learning styles of students.
(6) Group students for instruction by school according to maturation level and similar interest.
b. Organize for an individualized continuous progress instructional program.
(1) Provide educational program for 12 months.
(2) Design schedules that support the program in each school.

b. (Continued)

(3) Provide planning time for teacher on a continuous basis during the school day.

(4) Establish a system for involving teacher, students and parents in planning and evaluating programs.

(5) Provide the opportunity for students and teachers to make responsible decisions regarding the use of their time.

c. **Provide instructional content that is relevant to the needs and interests of the students.**

(1) Provide for the general education of all students.

(2) Provide for the development of skills in human relations.

(3) Provide for vocational/career education.

(4) Provide for health and safety education.

(5) Provide for the development of self-esteem and group relations.

(6) Provide program that focuses on the special needs of students.

c. (Continued)

(7) Provide for the social and emotional development of all students.

(8) Provide for adult and continuing education.

(9) Provide for the physical education of all students.

(10) Provide for the cultural education of all students (art, music, craft etc.).

d. Provide services that will support adequately the program of instruction at each school.

(1) Provide guidance and counseling services at each school.

(2) Provide psychological and health services at each school for students with special needs.

(3) Provide food services at each school.

(4) Provide home-school communication and education services.

(5) Provide transportation services at each school.

d. (Continued)

- (6) Provide a continuous teacher and staff development program for all personnel.
- (7) Provide administrative and facilitative services.
- (8) Provide clerical and fiscal accounting services at each school.

e. Provide facilities that will support adequately the operation of each school and the school system.

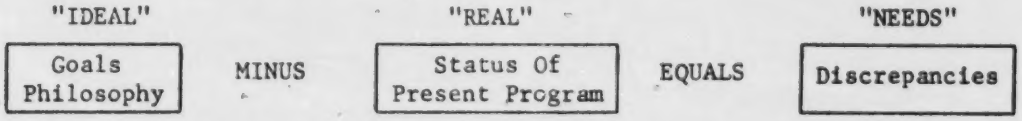
- (1) Provide school facilities that are adequate in size, condition, and arrangement and that are based on the program concept of each school.
- (2) Provide an independent facility for central operations.
- (3) Provide facilities and equipment to handle data essential to effective management of the school system and each school.
- (4) Provide instructional equipment that supports the program concept of each school.

STATUS CHECK

Status Check

The determination of the status of the present education program in operation in Lanier County is a necessary prerequisite to the final development of program concepts and activities, since the results will be used to justify program changes and expansions.

The major intent of this stage of the comprehensive education plan is, naturally, to check the status of the program, but to also identify needs by determining to what degree Lanier County Schools are implementing their stated philosophy of education (Stage 1) and to what degree the process goals (Stage 3) are being met by the existing program. The difference between that which is desired (ideal) and the status of the program (real) will constitute the discrepancies in the program (needs).



The "ideal" consists of correlating process goals with belief statements in order to establish a criterion that describes the desired program and that aids in assessing the status of the current one. The process goals, presented in this section as subgoals, were used rather than the product goals because of the lack of data needed to determine the degree to which each product goal is being met and because the status check was designed to assess program organization and process rather than student performance.

The "real" represents an assessment of the present program against the criteria established by the "ideal." The supportive data for the "real" section of the status check are taken primarily from an assessment

of the education needs of the Lanier County Schools reported as Lanier County: A Needs Assessment.

The "needs" are statements that describe the changes and expansions needed in the present program, as well as the needs for new program components. The "needs" will influence the formulation of objectives, program concepts and activities that will be described in later stages. Those program concepts and activities that prove to be effectively meeting the process goals will be automatically integrated into the plan.

STATUS CHECK

DESIRED PROGRAM "IDEAL"		STATUS OF PRESENT PROGRAM "REAL"	DISCREPANCIES IN PROGRAM "NEEDS"
PHILOSOPHY	SUB-GOALS		
WE BELIEVE: 1. All students are individuals with unique characteristics and interests. 2. That all educational programs should be designed to meet the individual needs and interests of students and should be organized so that each student can move from one educational experience to another on an individual basis. 3. Each student should have an equal opportunity to learn based on his/her needs, interests and abilities.	Permit each student to progress in a continuous manner at a rate consistent with his/her ability.	Students are assigned and promoted by grade. Generally, the programs are group-centered except for some individualization in the special reading programs at the primary and elementary schools and individual student projects at the high school. Generally, there is no system for allowing students to work at their own rates in a continuous progress way. It should be noted that while the primary school program is not individualized, there is a strong commitment on the part of the faculty to develop a more individualized program Reference: Needs Assessment Report p. 29-34.	There is a need: for an individualized continuous progress program for students ages 3 through adults.
WE BELIEVE: 1. Evaluation should be an on-going process used to determine the student's present status and also to determine his/her future learning activities. 2. Students should be evaluated with regard to their behavior, attitude, and their skill development. 3. Students should be evaluated on their individual progress rather than in comparison to the group.	Provide for the continuous evaluation of the progress of each student.	The written minimum expected performance of students at each level of maturity in the respective areas of learning is non-existent. There is no system for a continuous evaluation of student progress. Evaluation in each school consists primarily of teacher-made tests, designed for the group and administered periodically. A system wide testing program is administered annually to measure academic achievement. The results are used primarily to identify the level of achievement by grade placement, and not to determine the skill differences of individual students. Some criteria reference testing is done in the reading programs at the primary and elementary schools.	There is a need: to establish a system for evaluating the progress of students on a continuous basis commensurate with an individualized instructional program; to identify measurable objectives for each area of learning; to identify minimum expected performance for students at each level of maturity; to utilize all data for prescribing learning activities.

DESIRED PROGRAM "IDEAL"		STATUS OF PRESENT PROGRAM "REAL"	DISCREPANCIES IN PROGRAM "NEEDS"
PHILOSOPHY	SUB-GOALS		
WE BELIEVE that all teachers should be aware of each student's capabilities, needs, interests, talents, and creativity	Provide for the assessment of the educational needs and interests of each student.	The assessment of students consists primarily of identifying their academic needs by the use of achievement data. Most teachers do not attempt to identify the affective needs of students. Some criteria testing is done in the reading program. Recently self-esteem data has been collected in grades 1-6 in conjunction with the special reading program. Reference: Needs Assessment Report p. 71	There is a need: for a systematic assessment of student needs and interests in each school that will support an individualized continuous progress program; to identify the knowledge/awareness/and skill needs of each student in all areas of learning.
WE BELIEVE: 1. Each student has particular, individual learning patterns (styles) and creative ability which can best be accommodated through a wide variety of classroom experiences. 2. Students learn best through a process of actively participating in learning experiences. 3. Students learn through teacher models. 4. Students learn through peer associations. 5. Students learn best when their natural curiosity and inquisitiveness are encouraged and satisfied.	Utilize a variety of instructional strategies in the classroom based on the learning styles of students.	The inquiry approach to teaching is not used often by most teachers. A directive approach is used more than a facilitative one. Many teachers lecture to the whole class most of the time. Some learning centers are used at the primary and elementary school but primarily with the reading program. Teachers seldom give students an opportunity to make decisions about their own learning experiences. Students are not indenendent learners but depend greatly on the teacher for directions and decisions. Reference: Needs Assessment Report p. 71-83.	There is a need for teachers: to provide more opportunities for students to be independent learners; to allow students to proceed at their own rates ; to group students for instruction by needs and/or interests; to use a classroom management system that supports an individualized continuous progress program; to use a variety of teaching processes.

DESIRED PROGRAM "IDEAL"		STATUS OF PRESENT PROGRAM "REAL"	DISCREPANCIES IN PROGRAM "NEEDS"
PHILOSOPHY	SUB-GOALS		
WE BELIEVE: 1. A kindergarten school should include students, ages 3-5 and the 6-year-olds who do not have a readiness for the first grade. 2. An elementary school should include students ages 7-9, the 6-year-olds with the readiness and maturity for a more formal structured program, and the 10-year-olds who are lacking in basic skills and in maturity for a program that requires more independence than the elementary school. 3. A middle school should include students age 11-14, the 10-year-olds who have the maturity for a middle school program and the 15-year-olds who are not prepared for advanced academic work at the high school level, but need more success with academic work and peer association. 4. A high school should include students ages 16-18, the 15-year-olds who are mature enough to participate in a program that is more specialized than the middle school and those students 19 and over who have a need to complete the requirements for a high school diploma. 5. An adult general and occupational education school should include any adult who needs to complete certain academic requirements for a high school diploma, occupational related programs, and special courses (i.e., economics, cultural awareness, human growth and development).	Group students for instruction by school according to maturation level and similar interests.	Students are assigned to each school by grade with no consideration for academic, maturation or interest. Primary school (grades K-3) Elementary school (grades 4-7) High School (grades 8-12) Adult (one class of 15 students) The kindergarten program is comprised of the 5-year-olds who are not eligible for the first grade and who qualify as economically disadvantaged or handicapped. The adult program consists of one basic education class with approximately 15 students enrolled. Reference: Needs Assessment Report pages 29, 31, 32 and 121	There is a need: to provide a Kindergarten School for the 3 to 5 year olds in a separate school; to assign the 9-year-olds and some 10-year-olds to the current primary school to form an Elementary School for a student population that is generally 6-10 year olds; to assign the 14-year-olds and some 15-year-olds to the current elementary school to form a Middle School for a student population that is generally 11-14-year-olds; to provide an Adult School for students who are 19 and over at the high school facility.

DESIRED PROGRAM "IDEAL"		STATUS OF PRESENT PROGRAM "REAL"	DISCREPANCIES IN PROGRAM "NEEDS"
PHILOSOPHY	SUB-GOALS		
WE BELIEVE that public educational programs, 12 months long, should be provided Lanier County citizens.	Provide educational programs for 12 months.	The length of the current school year is nine and one-half months for all schools in the system. Reference: 1974-75 Calendar of school activities	There is a need to extend the school year by two and three-fourths months for a 12-month program.
WE BELIEVE THAT: 1. A schedule should be designed for a program rather than matching a program to an existing schedule. 2. Kindergarten students need the emotional security of a self-contained classroom with many opportunities for students to play and work together. 3. Elementary, Middle and High School students need the stimulation and variety of personality provided by contact with more than one teacher.	Design schedules that support the program in each school.	The Primary School (Grades K-3) is self-contained with students having little or no contact with other teachers in the school except in an informal way, such as during play and lunch and in special activity programs. At the elementary school (grade 4-7) the 4th grade is self-contained. The 5th & 6th grades are organized by a core curriculum comprised of two 2-hour blocks for academic and one 1-hour block for physical education. One 2-hour block is called Language Arts (reading, spelling and English) and the other Math, Science and Social Studies. The 5th and 6th grade teachers do not team but teach approximately 30 students all subjects in the core for the 2 hours. The 7th grade is departmentalized by English, math, science and social studies and scheduled for 45-minute periods. The High School is departmentalized by subject matter areas and scheduled for 55-minute periods in 12-week quarters. There is no team teaching in any of the schools except with aides in the special reading programs at the primary and elementary schools. Reference: Needs Assessment Report pages 29-35	There is a need for: A schedule at the Kindergarten school that will support a self-contained classroom with team planning and small and large group activities; flexible schedules at the elementary, middle and high schools that will support an individualized continuous progress program with team planning and teaching and with a variety of instructional strategies in the classroom; a schedule for the adult program that will accommodate the needs of the students.

DESIRED PROGRAM "IDEAL"		STATUS OF PRESENT PROGRAM "REAL"	DISCREPANCIES IN PROGRAM "NEEDS"
PHILOSOPHY	SUB-GOALS		
WE BELIEVE that program planning should be a continuous process and that teachers should have adequate time for planning during the regular school day.	Provide planning time for teachers on a continuous basis during the school year.	There are no provisions for teachers to plan at either of the three schools except in isolated cases at the elementary and high schools. Reference: Needs Assessment Report, pages 29-35	There is a need: for teachers to plan regularly both individually and in teams; for a system to be developed at each school which allows for teacher planning.
WE BELIEVE: 1. In the need for community involvement in the educational process through input, assistance in implementing programs and feedback. 2. That the direction of the school program should be a combined effort of the educators and the community, and that there should be a balance between input from the community and information from the educators about sound educational trends and programs. 3. Students can effectively participate in school decision-making 4. Individuals have a feeling of ownership for what they help develop.	Establish a system for involving teachers, students and parents in planning and evaluating programs.	Students and parents are not involved in planning and/or evaluating education programs in Lanier County. There is some parent involvement but only through special programs. A system for involving parents and students is non-existent. Reference: Needs Assessment Report, pages 73 and 74	There is a need for a system that will ensure and manage parental and student involvement in program planning and evaluation at each school and at the school system level.
WE BELIEVE: 1. Students can be responsible for their own behavior. 2. That educational programs in each school should provide for independence and should enhance the development of responsible behavior of students 3. Students can effectively participate in school decision making 4. That the role of the teacher in the classroom is primarily that of a facilitator of learning.	Provide the opportunity to make responsible decisions regarding the use of their time.	Generally, the schedule of activities in each classroom in all schools is the responsibility of the classroom teacher. In some isolated cases teacher and aide will schedule activities together. Some students are given an opportunity to select learning activities and content within courses offered but are not generally given the opportunity to be involved in making decisions regarding time. There is some limited involvement of teachers in developing the master schedule at each school. Ref. N.A. Report, page 29-32, 74	There is a need: for teachers to be involved in designing schedules to support the overall program of each school and for specific activities that occur within the general schedule; for students to be involved with their teachers in making decisions about the use of student time.

DESIRED PROGRAM "IDEAL"		STATUS OF PRESENT PROGRAM "REAL"	DISCREPANCIES IN PROGRAM "NEEDS"
PHILOSOPHY	SUB-GOALS		
WE BELIEVE: 1. That all students are capable of learning. 2. That the educational program in each school should be as broad in content and process as are the needs and interests of the student. 3. That educational programs should focus equally on meeting the affective, cognitive and psychomotor needs of students. 4. That the process that students experience is as important to the overall development of each student as the content learned.	Provide for the general education of all students.	A program of general education is provided at each school with the minimum of areas of learning being offered, such as: Language Arts, math, science and social studies. There is not a balance of focus on affective, cognitive and psychomotor needs except to a limited degree at the primary school. Most activities in each school focus primarily on cognitive learning and place the major emphasis on content (what) rather than a balance between content and process (how). Many students in Lanier County are deficient in academic skills as evidenced in part by the results of standardized achievement tests. Eighty-two percent of the students currently enrolled in grades 2-8 and 11 are reading below grade placement. Sixty-five percent of the 4th grade students are performing below grade placement in math and seventy-five percent below grade placement in Language Arts and these trends increase to eighty-two and eighty-three percents respectively by the 11th grade. Reference: Needs Assessment Report, pages 29-42, 107-114	There is a need: to restructure the current general education curriculum to offer a broader selection of content in all major areas of learning; to emphasize process not only as a teaching strategy but as skills for students to acquire; to provide experience in all schools that focus equally on affective, cognitive and psychomotor needs of students.
WE BELIEVE that developing interpersonal relationships of students should be an integral part of all school activities.	Provide for the development of skills in human relations.	There is insufficient evidence to determine the degree to which this goal is being met. However, it can be inferred that since affective learning activities are low priority in most classrooms then such is the case with human relations skills. There is no formal program for developing human relations skills in either of the three schools. It is left to the discretion of each classroom teacher.	There is a need: to identify the human relations needs of students; to identify specific objectives for a human relations skills program; to plan a program designed to enhance human relations skills to be facilitated by all teachers and administrators.

DESIRED PROGRAM "IDEAL"		STATUS OF PRESENT PROGRAM "REAL"	DISCREPANCIES IN PROGRAM "NEEDS"
PHILOSOPHY	SUB-GOALS		
WE BELIEVE: 1. That career awareness should begin with Kindergarten experience 2. That the educational program in each school should be as broad in content and process as are the needs and interests of the students. 3. That the total community is the "classroom" for Lanier County schools and that all community resources should be utilized by the school system. 4. Students learn best when content is relevant to their own lives.	Provide for vocational/career education.	Approximately eighty-two percent of the students at Lanier County High School are seeking a non-college preparatory high school program. Seventy-three percent stated specifically that they are interested in vocational/technical careers. The program at the high school is basically college-prep with some typical vocational/career courses, such as agri-business, home economics and business education (See pages 37-42 of the Needs Assessment Report). There is no planned program at the primary and elementary schools for providing students with career awareness experience. In addition, there is no vocational program for adults that are 19 and over. Reference: Needs Assessment Report, p. 44-68	There is a need: for a career awareness program for all students including Kindergarten that provides for awareness of not only the many careers available but also the skills and knowledge required for success in each career; for a vocational program for middle school students to explore various vocations by having limited involvement in the vocation; for a vocation program that is broad enough to meet the needs and interests of the high school students and that will provide not only awareness and knowledge, but also salable skills; for a program that will provide adults with training in vocational and career areas.
WE BELIEVE that the educational program in each school should be as broad in content and process as are the needs and interests of the students.	Provide for health and safety education.	A program of health and safety is generally incorporated into the general instructional program at the primary and elementary schools and into the physical education and home economics program at the high school. There are no health and safety courses offered to adults in Lanier County. Reference: Needs Assessment Report, p. 29-43.	There is a need: to provide a program on health and safety at all schools including adults with very specific objectives and activities.
WE BELIEVE: 1. Each student is a worthy human being capable of making a good life for himself. 2. Students need and want personal independence. 3. Students can be responsible for their own behavior. 4. All students need to experience success in learning.	Provide for the development of self-esteem and group relations.	Most teachers in the system focus on content and do not plan and implement specific activities to enhance the positive self-esteem of students. There are some exceptions to this at the primary and elementary schools but only through the special reading programs. Teachers at these two schools are beginning to assess the self-esteem needs of students and to use teaching strategies to meet these needs.	There is a need: for special activities for the development of student self-esteem in all classrooms in every school; for teaching strategies that will positively reinforce student behavior and clarify student values.

DESIRED PROGRAM "IDEAL"		STATUS OF PRESENT PROGRAM "REAL"	DISCREPANCIES IN PROGRAM "NEEDS"
PHILOSOPHY	SUB-GOALS		
5. Success is enhanced through reward and positive attitude. 6. That learning to cope with failure is important to the positive self-esteem of a student.		Approximately twenty-five percent of the primary students, thirty-six percent of the elementary students, and fifty percent of the high school students have a poor self-esteem while at school and while with their teachers. Reference: Needs Assessment Report, pages 82 and 94-105.	
WE BELIEVE: 1. That each student should have an equal opportunity to learn, based on his/her needs, interests and abilities. 2. All students are capable of learning.	Provide programs that focus on the special needs of students.	The program for students who have special education needs consists of: (1) Five special education classes for students who qualify as educable mentally retarded with an enrollment of 90 students. Two classes each at the primary and high schools and one class at the elementary school. (2) A program for the intellectually gifted located at the primary school and serving approximately 65 students from all schools. (3) Two learning disability classes, one each at the elementary and high schools. In addition to the above program components, the Lanier County schools participate in the services provided by the tri-county program for exceptional children, such as the Regional Center for trainable mentally retarded children and consultative assistance to all the special education components on a continuous basis. The program for students with special needs currently serves approximately 190 students while a recent survey conducted by the tri-county program for exceptional children revealed that there are 302 students in Lanier County who need special education. Ref: 1. Comprehensive Student Report 1974, pages 10 and 11. 2. Needs Assessment Report, pages 29-40 and 130-133.	There is a need: for a program broad enough to serve all the needs of all the handicapped students in Lanier County by increasing the number of special education units, incorporating special activities into the regular classroom, providing special attention to students with behavioral disorders, and with visual, hearing and speech impairment and by involving parents in the total process of planning and implementing program components; to provide more adequate facilities for the learning disability classes.

DESIRED PROGRAM "IDEAL"		STATUS OF PRESENT PROGRAM "REAL"	DISCREPANCIES IN PROGRAM "NEEDS"
PHILOSOPHY	SUB-GOALS		
WE BELIEVE: 1. That the social development of students is an important function of the school. 2. That all special programs should incorporate specific educational objectives that complement the total school program.	Provide for the social and emotional needs of all students.	The social events sponsored by the school system are limited primarily to the high school. All social events or activities are planned more because of tradition than to meet specific objectives for developing social skills. The primary and elementary schools have some special activities in conjunction with holidays.	There is a need for special activities at all schools that are sponsored by the school to provide students with a variety of social experiences and with very specific objectives for developing social skills.
WE BELIEVE an adult general and occupational education school should include any adult who needs to complete certain academic requirements for a high school diploma, occupational related programs and special courses.	Provide for adult and continuing education.	The adult education program consists of one adult basic education class with 15 students enrolled. The needs assessment revealed: (1) that there are thirty-seven percent of the parents in Lanier County with less than a high school degree, (2) 186 who indicated that they would like to complete the requirements for a high school degree, (3) a significant number who indicated an interest in developing skills and knowledge in 18 vocational/career areas that will enhance job opportunities, and (4) that many adults in Lanier County are interested in a variety of educational experiences for personal improvement. Eighty-four percent of the parents who responded to a survey indicated that the Lanier County schools should provide education programs for adult citizens in the county. Reference: Needs Assessment Report, p. 116-121.	There is a need: for an adult and continuing education program that includes basic education, personal improvement education and occupational education; to provide a counseling service to the adult citizens to inform them of educational opportunities and to provide knowledge and awareness about occupations as well as personal improvement. NOTE: There is no need for special facilities or equipment for the adult and continuing education program.
WE BELIEVE: 1. That educational programs should focus equally on meeting the affective, cognitive and psychomotor needs of students. 2. All special programs should incorporate specific educational objectives that complement the total school program.	Provide for the physical education of all students.	There is no structured physical education program for students in grades K-7 other than that which is provided by the regular classroom teacher. Students in grades 8-12 participate in a structured physical education program at the high school, which is limited by staff and out-of-doors facilities, i.e. lack of carry over sports. An athletic program at	There is a need: for a structured physical education program for all students (ages 3-adult); for a schedule of facilities and personnel at each school that supports a physical education program; for an intramural program at the elementary, middle and high schools

DESIRED PROGRAM "IDEAL"		STATUS OF PRESENT PROGRAM "REAL"	DISCREPANCIES IN PROGRAM "NEEDS"
PHILOSOPHY	SUB-GOALS		
		the high school consists of baseball and basketball with only the most talented students participating. There is no organized intramural program at any of the schools. Reference: Needs Assessment Report, p. 35-42.	open to all students; for an athletic program that operates from the philosophy of school and from specific educational objectives.
WE BELIEVE: 1. All students have creative abilities. 2. Students learn best through a process of actively participating in learning experiences. 3. That all educational programs should provide for the development of aesthetic values in all students	Provide for the cultural education of all students (art, music, crafts, etc.)	A structured cultural arts program for students in grades K-7 is non-existent. Primary and elementary teachers teach and incorporate some music and art into the regular instructional program. The cultural arts program at the high school consists of ore art class per quarter offered to students in grades 9-12. Reference: Needs Assessment Report, p. 35-42.	There is a need: for a structured cultural arts program at each school that will include at least art, music, crafts and drama; for a schedule, equipment, facilities and personnel at each school that support a cultural arts program.
WE BELIEVE: 1. That it is important to the learning experience for each student to be aware of his/her own worth, abilities, values and interests. 2. That educational programs in each school should provide for independence and should enhance the development of responsible behavior of all students.	Provide guidance and counseling services at each school.	There is no guidance and counseling service for students in grades K-7 except that which is provided by the regular classroom teacher. Students in grades 8-12 have the services of one counselor. Reference: Needs Assessment Report, p. 29-34	There is a need: for expanding the guidance and counseling services to the elementary, middle and adult schools; to provide a guidance and counseling program that will focus on the emotional and social needs of students and that will require a team approach combining the efforts of teachers, administrators, and professionally trained counselors.
WE BELIEVE: 1. That students learn best when their physical needs are met. 2. Learning can be fun and meaningful, and that students learn best when they are happy and self-assured.	Provide psychological and health services at each school for students with special needs.	There are no in-school health services at either school. However, the school does cooperate with the county health department in providing services to students with special health needs. Psychological services are provided by the tri-county program for exceptional children.	There is a need: for expanding the health and psychological services for all students with special needs; to provide health services through qualified personnel at each school.

DESIRED PROGRAM "IDEAL"		STATUS OF PRESENT PROGRAM "REAL"	DISCREPANCIES IN PROGRAM "NEEDS"
PHILOSOPHY	SUB-GOALS		
WE BELIEVE that students learn best when their physical needs are met.	Provide food services at each school.	Each school has a daily lunch program with ninety-eight percent participation. The primary and elementary schools have a daily breakfast program. Reference: Comprehensive Study Report 1974 pages 12-14.	There is a need: to provide a breakfast program for high school students; to make the dining area of each cafeteria more attractive.
WE BELIEVE: 1. That a system of communication should exist between the community and schools for a continuous "two way" flow of information. 2. There is a need for community involvement in the educational process through input, assistance in implementing programs, and feedback.	Provide home-school communication and education services	A "two way" continuous communication system between the school and community is non-existent.	There is a need: for a communication system between each school and the parents of the students it serves; for service that informs the community and that provides educational experience that relates directly to students and their needs.
WE BELIEVE that students learn best when their physical needs are met.	Provide transportation services at each school.	Transportation is provided all students grades k-12.	There is a need to expand transportation services to students ages 3-5 and to adults.
WE BELIEVE: 1. That evaluating and changing programs to more effectively meet the needs and interests of students should be a continuous process. 2. Each student has particular, individual learning patterns (styles) and creative ability which can best be accommodated through a wide variety of classroom experiences. 3. That the role of the teacher in the classroom is primarily that of a facilitator of learning.	Provide a continuous teacher and staff development program for all personnel.	The current teacher and staff development program consists of six days scheduled periodically throughout the school year. There is no systematic plan that includes priority needs, objectives, activities, and evaluation. The activities implemented during the teacher/staff development days vary at each school. Occasionally, activities are designed for all teachers and administrators but consist basically of a speaker. There are some teacher-developing activities that occur on a regular basis at the primary and elementary schools, but primarily related to reading and sponsored by either ESAA, Title I, or Right to Read.	There is a need: for a teacher/staff development program that meets the needs of the school personnel and that is based on the program concepts of each school; for time to be provided for teacher/staff development during the school day; for a program that is systematically planned with a management system that provides direction, that maximizes resources, that monitors each activity and that provides a continuous status check of objectives and activities.

DESIRED PROGRAM "IDEAL"		STATUS OF PRESENT PROGRAM "REAL"	DISCREPANCIES IN PROGRAM "NEEDS"
PHILOSOPHY	SUB-GOALS		
WE BELIEVE: 1. All of the above. 2. All of the statements about the educational program described in the philosophy section. 3. All of the statements about the community described in the philosophy section.	Provide administrative and facilitative services.	The administrative staff consists of a superintendent, curriculum director, and three principals (one at each school). The role of the superintendent and principals is primarily supervisory and management. Principals do participate on a limited basis with teachers in planning instructional programs at the conceptual stage and during the arrangement of logistics. The curriculum director works directly with teachers at all stages of planning and implementation. She also performs management and supervisory tasks. Reference: A Profile of the Lanier County School System 1974, The Georgia State Department of Education, page 15.	There is a need: to redefine the role and responsibilities of each administrator's position in relationship to administering and facilitating a student-centered program; for an increase in administrative services to include the program for 3-5 year olds and adults; to develop a system for management of all activities sponsored by the school system.
WE BELIEVE same as above.	Provide clerical and fiscal accounting services at each school.	Each school has a clerical person who serves as both a secretary and bookkeeper. The clerical staff at the Central Office consists of two persons who serve in a role that is a combination of clerical and fiscal accounting. These services are supported at both the Central office and each school with adequate equipment and a system of management. Reference: A Profile of the Lanier County School System 1974, The Georgia State Department of Education, page 15	There is a need to expand the clerical and fiscal accounting services system-wide as additional programs and personnel are added.
WE BELIEVE: 1. A school facility must be flexible and supportive of program concepts and that attractive facilities enhance learning.	Provide school facilities that are adequate in size, condition and arrangement and that are based on the program concept of each school.	All school facilities are located on three sites: Primary school is rated as a good facility with an operating capacity of 630 student stations. Some improvements are needed both on the	There is a need: for a facility to house an individualized early childhood education program for approximately 300 Kindergarten students ages 3-5; to improve the primary facility for an individualized

DESIRED PROGRAM "IDEAL"		STATUS OF PRESENT PROGRAM "REAL"	DISCREPANCIES IN PROGRAM "NEEDS"
PHILOSOPHY	SUB-GOALS		
2. That students learn best in an environment that is pleasant and in one where the democratic process is modeled.		building and the site. The central administration is housed at this school. With some improvement this school would support an individualized instructional program for students ages 6-10. Elementary School is rated as a good facility for a middle school with an operating capacity of 432 student stations. Like the primary school, some improvements are needed on both site and building. This school would support an individualized instructional program for students ages 11-14 with some improvements. High School is rated as very poor and should serve as a temporary facility until such time when the Board of Education can construct a new high school on an adequate site in the vicinity of Lakeland. The site of this school is totally inadequate for a high school program. Most instructional space is out-dated. Twenty-two percent of the 25 classrooms are from 20-50 years old. The administration building, the cafeteria, the gymnasium and the library building have some potential for use by the school system. Reference: Needs Assessment Report, p. 135-164.	continuous progress program for approximately 600 elementary school students ages 6-10; to improve the elementary facility for an individualized continuous progress program for approximately 450 middle school students ages 11-14; to construct a new high school designed to house an individualized comprehensive program with a capacity for approximately 400 students ages 15-17. NOTE: The adult program can be housed at the high school.
WE BELIEVE:. Same as above	Provide an independent facility for central operations.	The central operations of the school system are located in a suite of offices in the primary school. There is limited space for administrative functions relating to personnel, central purchasing and storage, to name a few. **Reference: Needs Assessment Report, pages 143 and 158.**	There is a need for an independent facility that will house all central operations and system-wide supportive activities.
WE BELIEVE: Same as above	Provide facilities and equipment to handle data essential to effectively manage the school system and each school.	Insufficient data to determine the degree to which this goal is being reached.	There is a need to have efficient modern facilities for handling management data that will become a component of central operations.
WE BELIEVE each student has particular individual learning patterns (styles) and creative ability which can best be accommodated through a wide variety of classroom experiences.	Provide instructional equipment that supports the program concept of each school.	The basic instructional equipment such as Overhead Projector and 16mm Projector is available in small quantities in each school. There is a dire shortage of special equipment to support the exploratory program at the middle school and the vocational/occupational program at the high school. Much of the equipment that is on hand at all schools is out-dated and in need of repair.	There is a need: for some modern basic instructional equipment for the classroom to include furniture for special equipment to support an exploratory program at the middle school; for additional equipment to support a comprehensive program at the high school; for special equipment to support a Kindergartan program.

OBJECTIVES

OBJECTIVES

This stage of the Comprehensive Education Plan consists of written operational statements describing a desired outcome of an educational program (Objective). It is believed that instructional procedures without stated objectives are likely to result in random and haphazard planning and learning.

All objectives are directly related to one or more of the product goals described in the Goal Section of the plan and are divided by student population (school). It is recognized that objectives can be stated in numerous forms and that if they are too general, they are of little value to the instructional program, while, if they are too specific they run the risk of being too restrictive. Therefore, for the purpose of developing this stage of the plan objectives are written so that the population, time and expected outcome are described in general terms (long range) with each general objective sub-divided into more specific objectives with shorter time required to reach the expected outcome. In addition, the specific objectives are arranged in hierarchical form. The set of objectives for each school was designed to cover all goals that applied to the respective schools. The aim was to be as comprehensive as possible, thus, the hierarchies for each general objective represent the broadest range of possible objectives for the program of each school. That is, the objectives are designed to be useful for students of all ability levels within the student population of concern. For example, within the general objective "singing techniques," the skills range from "sing in tune" to "interpret musical notation in order to sing a selection." It should be noted that the specific objectives within each of the hierarchies fall

short of the specificity of behavioral objectives. That is, they do not describe measurable behaviors of students. It would be relatively easy to write the objectives in behavioral terms by adding time and method of evaluation to the outcome.

While the specific objectives are in hierarchical order, they do not prescribe the learning sequence, since this decision is one which should be made best by the individual(s) planning an individualized program.

The following objectives will provide direction for developing program concepts and planning activities.

OBJECTIVES

KINDERGARTEN SCHOOL (Ages 3-5 and some 6 year-olds)

GOAL	SUB-GOAL	OBJECTIVE	
		By the end of the 3rd year Kindergarten students will:	
a	(1) (2)	1. Have basic oral semantic expression.	a. have adequate vocabulary to express needs. b. have adequate vocabulary to describe experiences. c. have basic oral expression skills.
a g	(1) (2) (3)	2. Have general readiness skills.	a. understand spoken word meaning and meaningful sounds. b. understand pictorial representations of meanings. c. have listening skills. d. be able to follow directions.
a g	(1) (2) (3)	3. Have visual discrimination and recognition skills.	a. be able to distinguish and name colors, shapes and sizes. b. be able to distinguish and name letter forms. c. have left-right orientation. d. be able to order pictorial representations of events in time from left to right. e. have figure-ground discrimination skills. f. have good mental imagery.
a	(1) (2)	4. Have auditory discrimination and recognition skills.	a. have sound recognizing skills. b. be able to distinguish among sounds and their source. c. be able to analyze speech sounds. d. be able to synthesize speech sounds.
a g	(1) (2) (1) (3)	5. Have kinesthetic and tactile perception skills.	a. be able to recognize locations kinesthetically. b. be able to recognize basic forms kinesthetically. c. be able to produce basic forms kinesthetically. d. be able to recognize textures and objects tactilely. e. be able to recognize shapes tactilely.
a	(1) (2)	6. Have recognition of word meaning skills.	a. be able to recognize meaning of simple printed vocabulary words. b. apply known vocabulary. c. be able to recognize meanings of written terms & symbols. d. be able to recognize meaning of a word in a simple sentence.

GOAL	SUB-GOAL	OBJECTIVES	
a	(1)	8. Become aware of standard children's literature.	a. memorize children's nursery rhymes. b. know and be able to relate children's fiction literature (e.g., Fairy Stories, Dr. Seuss). c. become aware of children's non-fiction. d. be able to relate stories of children's non-fiction.
	(2)		
e	(1)		
o	(1)		
	(2)		
b	(1)	9. Become aware of the world of work.	a. understand why adults go to work daily. b. be aware of the school's role in preparing adults for work. c. be aware of several types of work. d. be able to role play several types of work.
	(2)		
c	(1)	10. Adjust generally and personally.	a. accept personal contact without withdrawing or assistance. b. have social poise. c. overcome being overly bossy, dominant or boisterous. d. overcome emotional habits. e. be able to express emotional feelings. f. be open to change. g. accept imposed limits.
	(2)		
d	(1)	11. Become self-sufficient.	a. develop independence of thought. b. become increasingly self-directing. c. become less dependent on attention, acceptance and approval. d. develop a healthy need for friendship and affection.
	(2)		
	(3)		

GOAL	SUB-GOAL	OBJECTIVES	
d	(1) (2) (3)	12. Have a positive self-esteem.	a. have positive feeling about self in general. b. have positive feelings about family and culture as ethnic background. c. feel personally secure and safe at school. d. feel secure in new situations. e. develop a sense of self-competence. f. meet challenges with assurance.
c j	(2) (4) (6) (7) (1) (2) (3)	13. Have social awareness and skills.	a. be sensitive to feelings of others. b. respond to approach of others. c. have good relations with individuals, both peers and adults. d. function effectively in a group situation. e. have respect for authority. f. have respect for others. g. be courteous and polite. h. know right from wrong. i. have a reasonable and consistent code of morality. j. be able to apply moral precepts to everyday life.
g p

GOAL	SUB-GOAL		OBJECTIVES
		15. (Continued)	e. appreciate beauty as expressed through music and dance. f. listen with pleasure to various types of music. g. participate with pleasure in group singing and dancing. h. use music and dance as a means of self-expression.
e	(2) (3)	16. Develop eye-hand coordination.	a. be able to draw basic geometric forms. b. be able to trace and copy. c. be able to aim and align. d. be able to match to form.
e	(2) (3)	17. Develop small muscle coordination.	a. be able to use writing and drawing implements. b. be able to use book and magazines. c. be able to use fasteners and scissors. d. be able to use threading devices. e. be able to pour liquids.
e.	(2) (3)	18. Develop large muscle and motor coordination.	a. show controlled movement. b. move at varying speeds and in various directions. c. be able to control balance during body movements. d. hold and carry objects carefully. e. be able to use all playground equipment. f. be able to climb a ladder unassisted. g. be able to move large body-size objects from one place to another.
e	(1) (6)	19. Be aware of the basic function and structure of the human body.	a. be able to identify parts of own body. b. assemble parts of model body. c. position body on command. d. flex parts of body on command. e. recognize change in height, weight and clothes size. f. understand the importance of rest, sleep and proper diet for growth. g. accept own body characteristics. h. understand the symptoms of body function (e.g., pain, tears, urine, etc.).

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GOAL	SUB-GOAL	OBJECTIVES	
e	(1)	20. Understand personal hygiene and grooming practices.	a. be able to brush teeth. b. know foods that build strong teeth. c. know importance of proper bathing and toilet habits. d. know proper clothing attire.
e	(1)	21. Understand proper safety practices.	a. know the potential danger of drugs and chemicals. b. know the importance of observing traffic safety. c. know to be cautious with sharp objects. d. know the potential danger of various play activities. e. know travel safety. f. understand simple first aid procedures. g. understand emergency procedures.
g	(1) (2)	22. Count and operate with integers.	a. recite numbers in series. b. relate counting numbers to numerosity of things. c. add whole numbers. d. substract whole numbers. e. recognize mathematical symbols.
g	(1) (2)	23. Solve simple operations with whole integers.	a. understand cardinal and ordinal numbers. b. understand odd and even numbers. c. understand the number line. d. understand how parts of things relate to the whole. e. know fractional terminology. f. be able to make change from a quarter, dime or nickel. g. identify currency. h. know the value relationships among coins. i. understand concept of weight. j. understand concept of time. k. know and produce basic geometric shapes.
p	(1) (2) (4)	24. Have observation and exploration skills.	a. know the five senses and the information to be obtained from the use of each. b. be able to appropriately use five senses to observe, explore, and gather information about phenomena and objects in the environment. c. learn to carefully observe, identify and describe phenomena and objects in the environment.

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GOAL	SUB-GOAL	OBJECTIVES	
p	(1) (2) (3)	25. Have knowledge of scientific facts and terminology.	a. understand the concept of life. b. distinguish living from non-living matter. c. understand plant life. d. understand animal life. e. know metals, minerals and rocks. f. understand respiration. g. understand circulatory system. h. understand digestive system. i. understand muscular and skeletal system. j. know of the existence of air. k. relate clouds to weather.
f	(2) (3) (4) (5)	26. Know the functions of public and private community services.	a. know contributions of public servants (e.g., policemen, firemen, postmen, etc). b. understand own role in community. c. know contributions of private enterprise (e.g., T.V. repairman, paper boy, gas station attendant, etc.).
c	(2) (3) (4)	27. Understand cultural difference.	a. know the relationship among cultures. b. know the effects of environment on culture and economic activity. c. understand the functions of communication and transportation systems.

OBJECTIVES

ELEMENTARY SCHOOL (Ages 6-9 and Some 5 and 10 Year-Olds)

GOAL	SUB-GOAL	OBJECTIVES	
		By the end of the 4th year, elementary students will:	
a	(1) (2)	1. Have basic oral - aural skills	a. follow the thoughts of others as they speak. b. ask appropriate questions c. listen attentively to messages and report them back correctly. d. recognize main ideas. e. recognize order and sequence (logical, chronological). f. be able to summarize content, etc. g. appreciate the different forms of oral expression: poetry, plays, stories, etc. h. participate in class or group discussion. i. participate in dramatics or debates. j. employ correct grammar usage and syntax.
a	(1) (2)	2. Have basic word recognition skills	a. recognize and use manuscript letters. b. recognize and use cursive letters. c. understand vowels and consonants. d. know alphabetic order. e. understand auditory perception. f. understand variant sound-spelling patterns. g. use phonics as a reading tool. h. recognize word configurations. i. recognize word forms.
a	(1) (2)	3. Have basic reading mechanics	a. read aloud with correct pronunciation and intonation. b. read aloud with feeling and expression. c. read aloud with comprehension. d. have speed of reading. e. have reading strategy.

GOAL	SUB-GOAL		OBJECTIVES
a	(1) (2)	4. Have basic reading comprehension skills	a. develop an increasing sight vocabulary. b. recognize word meanings through context. c. find word meanings through dictionary. d. recognize denotations, connotations, nuances. e. recognize multiple meanings of words. f. understand vocabulary strategy. g. understand organization of ideas. h. understand complex ideas. i. recall main ideas. j. recall main characters and supporting details. k. recall events in their logical sequence. l. remember written messages to report them back correctly or act accordingly.
a	(1) (2)	5. Appreciate reading as a process for acquiring information	a. appreciate the importance of reading for communication, as a source of information, to learn other subjects, understand other cultures, etc. b. appreciate the importance of good reading ability. c. enjoy reading in school; recommend things to others. d. respond emotionally to reading matter. e. read more selectively. f. try to improve reading skills.
a	(1) (2)	6. Have basic spelling, punctuation and capitalization skills	a. recognize incorrectly spelled words. b. know rules for spelling plurals. c. know rules for syllabication. d. apply phonetic skills to spell new words. e. increase the number and complexity of words spelled correctly. f. apply word-study skills and spelling rules to spell new words. g. apply correct punctuation in written work. h. steadily increase length and complexity of sentences and passages punctuated correctly. i. know punctuation rules. j. apply correct capitalization in written work.

a	(1)	7. Have writing skills.	a. be able to correctly form symbols from written models. b. be able to copy letters and words from written models. c. be able to print letters, names and words without help. d. be able to communicate thoughts by printing simple words without help.
a	(1) (2)	7. Have grammar usage and syntax skills	a. know basic parts of speech. b. know basic sentence construction. c. know sentence transformation and expansion. d. ensure agreement in tense, case and number. e. ensure agreement with antecedents. f. understand phonology.
a	(1) (2)	8. Have penmanship skills	a. print neatly, accurately, and legibly. b. reduce cursive writing to normal adult size. ~~c. write cursive with ease, evenness, speed, accuracy, neatness, and legibility.~~ d. maintain good posture while writing.
a	(1) (2)	9. Have written expression skills	a. write invitations. b. write thank you notes. c. write announcements. d. write messages. e. make outline f. make note-taking clear and correct. g. make book reports. h. make research reports. i. make table of contents. j. make bibliographies. k. write original stories. l. write original compositions. m. increasingly improve style.
g	(2) (3)	10. Be able to utilize data sources and summarize information.	a. take notes. b. make outlines. c. write summaries. d. make book reports. e. understand classifications (words, facts, ideas, events, etc.).

GOAL	SUB-GOAL	OBJECTIVES	
		10. (continued)	f. be able to alphabetize. g. use dictionaries, encyclopedias, directories. h. use pictorial and graphic materials. i. turn to reference materials to locate needed information. j. use the library to locate needed materials, understand the Dewey Decimal system of cataloguing books.
c	(1)	11. Have positive attitude toward school	a. like school in general. b. realize the value of school.
d	(1) (2) (3)		c. deal positively with teachers. d. like a wide range of subjects. e. realize the value of study. f. interact positively with classmates.
d	(1) (2) (3)	12. Have positive self-esteem	a. accept and like physical self. b. see themselves positively. c. feel personally worthy. d. meet challenges with assurance. e. set realistic challenges for self. f. be responsible in activities. g. seek and take responsibilities. h. feel personally safe and secure. i. stand up for personal rights. j. defend personal positions and actions. k. work at self-improvement. l. accept personal criticism.
c	(1) (2)	13. Become personally adjusted to self and to the group.	a. become aware of and be able to express feelings. b. be open to change.
d	(1) (2) (3)		c. tolerate frustration. d. accept imposed limits. e. have good self-control.

GOAL	SUB-GOAL	OBJECTIVES	
		13. (continued)	f. learn to delay gratification. g. have self-direction. h. have a healthy need for friendship and affection.
o	(1) (4) (5)	14. Value and produce arts and crafts	a. recognize formal elements. b. learn basic colors. c. be familiar with various media. d. recognize the themes and ideas in representational arts and crafts. e. recognize the moods and emotions in expressive arts and crafts. f. describe themes and moods expressed in arts and crafts. g. represent reality in a variety of art media. h. represent reality in crafts. i. express moods, feelings, ideas and themes. j. show creativity and originality in arts and crafts projects.
o	(1) (2) (4) (5)	15. Value and acquire music skills	a. recognize melodies of familiar songs. b. identify moods conveyed by musical selections. c. recognize dramatic changes in pitch, tempo, volume, rhythm and harmony. d. identify various types of music: classical, folk, etc. e. be familiar with various instruments. f. be able to sing the note syllables: do, re, mi, etc. g. be able to sing a scale, given the identifying note. h. be able tc sing familiar children's songs. i. be able to sing in tune and rhythm. j. explore the ways various simple classroom instruments are played. k. experiment with sounds made by different instruments.

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GOAL	SUB-GOAL	OBJECTIVES	
		15. (Continued)	l. experiment with sounds by striking wood, glass and metal. m. use body movements to keep time with music. n. imitate rhythmic movements.
e	(1) (2)	16. Develop physical coordination.	a. have eye-hand and foot-eye coordination. b. have small muscle coordination. c. have large muscle and motor coordination. d. begin to develop endurance and stamina. e. continue to develop balance.
c j	(7) (2) (3)	17. Demonstrate sportsmanship.	a. grow in ability to cooperate and take turns. b. develop wholesome attitudes toward victory and defeat. c. develop initiative, leadership and fellowship. d. develop individual and group responsibilities. e. obey the rules of the game.
e	(1) (2) (5) (6)	18. Understand health and safety principles.	a. know about cleanliness. b. know about clothing. c. know about appearance and posture. d. know about medical and dental care. e. understand composition of food. f. understand a balanced diet. g. understand calories. h. understand causes of accidents. i. know accident prevention. j. know emergency treatment. k. understand the need for strength, endurance and resistance. l. know types of drugs. m. know physical effects of drugs. n. know social, emotional, and psychological effects of drugs. o. understand roles of doctors and others. p. understand community sanitation. q. understand immunization and disease prevention.

GOAL	SUB-GOAL		OBJECTIVES
e i	(1) (6) (1) (2)	19. Understand human sexuality.	a. understand growth and maturity. b. understand male-female relationships. c. understand the role of family units. d. develop healthy attitudes toward opposite sex. e. develop healthy attitudes toward sex functions and practices. f. identify with own sex.
b g	(3) (1)	20. Count and operate with integers.	a. recite numbers in series. b. relate counting numbers to numerosity of things. c. add, subtract, multiply and divide whole numbers. d. understand prime and composite numbers. e. utilize mathematics symbols. f. be able to utilize inverse operations.
b g	(3) (1)	21. Have comprehension of sets.	a. recognize relationships of sets. b. recognize elements of sets. c. recognize and name set notations. d. perform basic set operations. e. understand null sets, finite sets, infinite sets, unit sets. f. understand sub-sets and identity sets.
b g	(3) (1)	22. Have comprehension of equality and inequality in mathematics.	a. understand the concept of an unknown. b. understand principles of unknown in simple addition and subtraction equations. c. identify numerical equalities and inequalities. d. know factors which can alter numerical equalities and inequalities.
b g	(3) (1)	23. Operate with fractions.	a. understand how parts of things relate to the whole. b. know fractional terminology. c. know fractional equivalents. d. add and subtract simple fractions.

GOAL	SUB-GOAL	OBJECTIVES	
b g	(3) (1)	24. Understand measurements (reading and making).	a. understand and apply concepts of length. b. understand and apply concepts of volume. c. understand and apply concepts of weight. d. understand and apply concepts of temperature. e. understand and apply concepts of time.
b g	(3) (1)	25. Know geometric vocabulary and produce certain shapes.	a. know components of geometric shapes. b. produce basic geometric shapes. c. produce components of geometric shapes. d. find dimensions of plane figures.
b g	(3) (1)	26. Make independent application of math skills.	a. use math in school situations. b. use math outside of school. c. use math in work (career) related activities. d. use math in economics. e. apply math to travel and sports.
g p	(3) (1) (2)	27. Understand beginning scientific processes.	a. observe and identify phenomena, objects, and their properties. b. observe and identify time-space relationships. c. classify physical and biological objects, phenomena, and systems, based on observation of similar and dissimilar characteristics. d. give rationale for classification system.
g p	(3) (1) (2) (4) (5)	28. Know basic scientific facts.	a. know meaning of life. b. know organization of living things. c. know history of life. d. understand needs and tropisms. e. know plant types. f. know plant needs. g. know animal types. h. know animal needs, habitats, and life styles. i. understand circulatory system. j. understand respiration. k. understand endocrine system. l. know minerals, metals, rocks.

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GOAL	SUB-GOAL	OBJECTIVES	
		28. (Continued)	m. know composition of the earth's crust and interior. n. know geological history. o. understand erosion and weathering. p. know composition of air. q. understand air pressure. r. understand air temperature. s. understand the earth - its rotation and revolution. t. understand the moon. u. understand the sun. v. understand matter and energy.
p.	(1) (2)	29. Have interest and appreciation for science.	a. know the role of the scientists in moving back the boundaries of ignorance. b. realize the impact of science on our lives. c. understand the creative nature of the scientist's work. d. understand the relationship and distinction between pure sciences and their application. e. understand wise use of resources. f. understand protection of wildlife and forests.. g. understand prevention of pollution. h. engage in classroom scientific activities. i. engage in scientific activities on own time.
c k m 	(3) (1) (4) (1) (2) (4)	30. Understand cultural-economic geography.	a. know the relationships among cultures. b. know the effects of environment on culture and economic activities. c. understand the functions of communication and transportation systems. d. understand the interdependent economic activities that result in products.
f n 	(1) (3) (6) (1) (2) (4) (5)	31. Understand democratic practices.	a. understand freedoms and obligations of citizenship. b. know of national holidays and their importance. c. know the relationship among basic units of government. d. know of important documents and symbols, and their importance. e. know important people in government and politics.

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GOAL	SUB-GOAL	OBJECTIVES	
m.	(1) (2) (3) (4)	32. Know physical geography.	a. understand the relation of distance and direction. b. understand relation of shape of world to travel. c. understand simple maps. d. understand simple geographic concepts. e. know important natural sites, e.g., recognize Niagara Falls, Old Faithful, etc. f. understand variations in climate. g. understand variations in topography.
m	(2) (4)	33. Understand basic historical facts.	a. acquire simple historical facts. b. understand the historical meaning of holidays. c. relate current school events. d. relate current community events.
c	(2) (3) (4) (6) (7)	33. Have cultural knowledge.	a. know vocabulary, terminology, and definitions useful in sociology. b. know of different cultures, food, shelter, clothing, occupations and social relations. c. understand society's influence on our way of thinking and way of life.
o	(6)		d. be aware of the interdependence and interrelationships among people, regions, and nations. e. be aware of the contribution of many different people to our way of life. f. have knowledge of communication between communities, states, nations.
f.	(3) (4) (5) (6)	34. Have effective citizenship.	a. be aware that every individual has worth. b. treat every individual with tolerance and respect. c. respect individual differences and understand that these are natural and desirable. d. treat others with justice and fairness. e. respect the privacy and property of others. f. appreciate the contributions of many different people to life in the U.S. g. show openmindness to new or unfamiliar ideas, points of view, etc.

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GOAL	SUB-GOAL	OBJECTIVES	
		34. (Continued)	h. participate and accept responsibilities in family, school, and community activities. i. apply democratic procedures on a practical level when working in a group.
g	(2) (3)	35. Have research skills.	a. identify likely sources of needed information. b. use encyclopedias and other references. c. use newspapers, magazines, and pamphlets. d. use audio-visual sources, e.g., newsreels, TV, radio. e. use the library card files and catalogues to locate needed materials. f. have skill in interviewing to obtain information. g. have skill in note-taking from discussions, lectures, interviews, and printed materials.
b	(1) (2)	36. Be more aware of the world of work.	a. understand ten occupations. b. know basic education required for each. c. be able to role play occupations.
		37. Have reasoning skills.	a. know class production. b. know hierarchical production. c. produce relations. d. know implicational production. e. know rule and order production. f. have perceptual acuity. g. have visualization and orientation.

OBJECTIVES

MIDDLE SCHOOL (Ages 10-14 and Some 9 and 14 Year Olds)

GOAL	SUB-GOAL	OBJECTIVES	
		By the end of the 5th year, middle school students will:	
a	(1) (2)	1. Have oral-aural skills.	a. have comprehension and inference making skills. b. have critical listening skills. c. acquire appreciation. d. participate. e. relate stories, experiences. f. have logical organization of information, thoughts, ideas, and feelings. g. have speaking quality.
a	(1) (2)	2. Have word recognition skills.	a. use phonics as a reading tool. b. recognize word configurations. c. recognize word forms.
a	(1) (2)	3. Have reading comprehension skills.	a. understand complex ideas. b. recall main ideas. c. recall main characters and supporting details. d. recall events in their logical sequence. e. remember written messages to report them back correctly or act accordingly.
a	(1) (2)	4. Have reading interpretation skills.	a. make valid interpretations of what is read. b. understand the meaning of non-literal statements and figurative language: metaphor, simile, irony, etc. c. interpret characters, actions, emotions and attitudes; infer character traits and determine motives. d. see implications and make inferences, infer causes. e. predict outcomes. f. have recognition of stylistic devices. g. have recognition of development devices. h. accept criticism and comparison.

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a	(1)	8. Have penmanship skills.	a. write cursive with ease, evenness, accuracy, neatness, and legibility. b. maintain good posture while writing.

GOAL	SUB-GOAL	OBJECTIVES	
a	(1) (2)	5. Have reading appreciation and response.	a. appreciate the importance of good reading ability. b. respond emotionally to reading matter. c. read more, including news and a variety of types of literature. d. read more selectively. e. use printed materials and references for specific information. f. modify attitudes and behavior as a result of insights or identification gained through reading.
a	(1) (2)	6. Have language construction skills.	a. know parts of speech. b. know sentence construction. c. understand sentence transformation and expansion. d. understand points of usage. e. understand morphology. f. study phonology. g. try to appreciate creative writing. h. appreciate organization, style, and significance of written work.
b	(1) (2) (4)	7. Have an awareness of career and career opportunities.	a. understand personal and economic factors that influence making money. b. learn more about why people work. c. see that work can provide a means for developing and expressing themselves. d. understand that adults use school subject skills to solve problems at work. e. recognize that a person can be successful without being rich and famous. f. understand that they do have choices in careers and personal goals. g. set career goals. h. be able to role play and discuss 15-20 careers.

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GOAL	SUB-GOAL	OBJECTIVES	
c	(1) (2) (3) (4) (7)	8. Have positive human relation skills.	a. have basic communication skills (listening, reflecting, congruent sending). b. express honest, open feelings. c. interact positively with peers and adults. d. understand differences in other cultures. e. understand and respect the worth of an individual. f. understand the problems with social and public racial isolation. g. have basic group process skills.
d	(1) (2) (3)	9. Have positive self-esteem.	a. accept and like physical self. b. feel personally worthy. c. meet challenges with assurance. d. set realistic challenges for self. e. be responsible in activities. f. seek and take responsibilities. g. feel personally safe and secure. h. stand up for personal rights. i. defend personal positions and actions. j. feel accepted by peers and adults. k. see how exploring values, interests, and abilities can lead to a better understanding of self.
d	(1) (2) (3)	10. Become an independent learner.	a. have self-direction. b. be able to defend personal ideas and actions. c. have ability to articulate questions about ideas of others. d. take initiative when appropriate. e. overcome obstacles. f. gain satisfaction from accomplishments. g. plan activities independently with or without other children. h. seek help when necessary. i. be able to include others in activities. j. seek to use resources effectively.

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GOAL	SUB-GOAL	OBJECTIVES	
f	(1) (2) (3) (4) (6)	11. Have citizenship skills.	a. treat others with justice and fairness. b. respect the privacy and property of others. c. respect other countries, people, and ways of life. d. appreciate the contributions of many different people to life in U.S. e. show open-mindness to new or unfamiliar ideas, points of view, etc. f. participate and accept responsibilities in family, school and community activities. g. obey home, school and public laws and rules. h. apply democratic procedures on a practical level when working in a group. i. seek to improve situations through constructive criticism. j. question the authority of rumor and publicity. k. seek to collect accurate information and examine alternatives before making important decisions. l. ask questions about human affairs and seek answers to them.
i m	(1) (2) (3) (3)	12. Know how and why social groups develop and change.	a. understand the social role of the family; roles of its members, the family in society and how its needs are provided for. b. understand social role of the school, its role in society and personnel. c. understand the social role of the community; be aware of the variety of work needed to meet people's needs and desires.
g	(2) (3)	13. Have research skills.	a. identify likely sources of needed information. b. use encyclopedias and other references. c. have map and globe skills - understand, use, interpret atlases, maps and globes. d. use and interpret graphs, charts, and tables. e. use many different sources rather than one to research a topic.

GOAL	SUB-GOAL	OBJECTIVES	
		13. (Continued)	f. use all forms of materials and media. g. organize information. h. analyze and synthesize data; comparing and combining information from various sources. i. make tables of contents, bibliographies, footnotes, etc. to accompany the results of research. j. make charts, graphs, tables, and time lines to accompany and/or clarify researched data. k. make maps.
g	(1) (2)	14. Have mathematical concept skills.	a. have comprehension of numbers and sets in mathematics. b. have comprehension of positional notation in mathematics. c. have comprehension of equations and inequalities. d. have comprehensions of number principles.
g	(1) (2)	15. Have arithmetic operation skills.	a. operate with integers. b. operate with fractions. c. operate with decimals and percents. d. operate with monomials and polynomials.
g	(1) (2)	16. Have geometry skills.	a. know types of figures. b. know constructions. c. understand applications. d. understand simple deductive geometric proof. e. know geometric names. f. know geometric specifications.
g	(1) (2)	17. Have measurement skills.	a. know units of measurement. b. know conversions; relations between units of measure. c. operate with units of measure. d. use and understand measurement. e. make graphs. f. know concepts and vocabulary. g. understand probability.

GOAL	SUB-GOAL	OBJECTIVES	
g	(1) (2)	18. Know physical geography.	a. know geographic vocabulary, terminology and definitions. b. understand distance, direction, and location. c. have knowledge of the topography of the state, nation, and world, including continents, islands, land forms, lakes, rivers, mountains, valleys, etc. d. have knowledge of variation in climate in the community, state, etc. e. have knowledge of important natural sites such as the Grand Canyon, Niagara Falls, National Parks, etc. f. have knowledge of variations in population. g. have knowledge of variations in natural resources.
g m	(1) (2) (1) (2)	19. Know socio-economic geography.	a. understand variations in population. b. understand variations in natural resources. c. know how topography, resources, and climate affect man's location and economic activity. d. know specific areas of production of farm, factory, forest, fish and mine products. e. know how technology affects geographic conditions and man's location and economic activity. f. know how improved communication and transportation affect geography and economic activity.
h	(1) (2)	20. Know the structure and function of governments.	a. understand structure and functions of government in the United States. b. know the rights and freedoms guaranteed by the U.S. Constitution of The Bill of Rights. c. know important people in government and politics. d. know the significance of important documents, symbols, such as flags, songs, and legal holidays. e. have knowledge of other governments.

GOAL	SUB-GOAL	OBJECTIVES	
1	(1) (2)	21. Have physical skills.	a. have and understand muscular and body control. b. have basic sport skills. c. develop and improve natural and rhythmic body movements. d. improve healthy body and physical well-being.
1	(1) (2)	22. Have leadership skills.	a. develop wholesome attitudes toward victory and defeat. b. develop initiative leadership and the ability to be a good follower. c. develop individual and group responsibilities. d. show respect for individual differences in physical and athletic performance. e. develop self-control. f. be emotionally as well as physically involved in the activity (Team Spirit).
1 n	(1) (2) (3) (1) (2)	23. Have skills in carry over sports.	a. understand the values of physical fitness. b. appreciate team and individual sports as a participant. c. understand rules and strategies of various sports. d. develop sport skills needed to enjoy sports. e. set goals for physical fitness.
1	(1) (4) (5) (6)	24. Understand health and safety principles.	a. know personal hygiene. b. understand nutrition. c. understand and know first aid. d. understand physical fitness. e. know facts about tobacco, alcohol, "Drugs". f. know traffic safety. g. understand public health. h. understand the growth and development of a 10-14 year old. i. understand emotional health. j. understand own body characteristics.

GOAL	SUB-GOAL	OBJECTIVES	
i 1	(1) (2) (1) (4) (5) (6)	25. Understand human sexuality.	a. understand growth and maturity. b. understand male-female relationships. c. understand the role of family units. d. know parts and functions of male and female reproductive systems. e. understand intercourse, conception, prenatal development, birth. f. develop healthy attitudes toward opposite sex. g. develop healthy attitudes toward sex functions and practices. h. identify with own sex.
o	(1) - (16)	26. Appreciate arts and crafts.	a. appreciate originality and the creative process. b. appreciate the many types of visual arts and the many styles (organic, abstract, etc.). c. appreciate good workmanship, design, and construction. d. appreciate the artistic aspects of environment. e. appreciate the artistic aspects of industrial environment. f. develop consciousness of color, form arrangement, and design in objects and structures. g. develop awareness of aesthetic factors in dress, furnishings, city design, good art.
n o	(1) (2) (1) - (16)	27. Produce arts and crafts.	a. represent reality through painting. b. draw and design realistically. c. sculpt and model real things accurately. d. employ painting and screening techniques to convey reality. e. represent reality through collage. f. make realistic mosaics. g. cut and fold paper to make useful things. h. weave fabrics. i. stitch things.

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GOAL	SUB-GOAL	OBJECTIVES	
		27. (Continued)	j. make ceramics. k. do wood work on useful things. l. do metal work on useful things. m. make industrial drawings of plans. n. reflect expressive ideas in crafts projects. o. show expression in arts. p. show creativity in fine arts work. q. render industrial products creatively.
o	(1)-(6)	28. Appreciate music and dance.	a. appreciate beauty as expressed through sound and dance. b. be aware that each person has a contribution to make to the group's performance. c. value music as an artistic and creative endeavor. d. appreciate the role of the musician in society. e. appreciate the many types of music.
n o	(1) (2) (1)-(6)	29. Perform music and dance.	a. discover personal singing technique. b. have knowledge of singing interpretation. c. have knowledge of instrumental accomplishment. d. have knowledge of instrumental techniques and interpretation. e. know, learn, and express dance responsiveness. f. learn dance techniques and interpretation.
p	(1)-(5)	30. Utilize scientific processes.	a. observe and describe in science. b. understand use of numbers and measures in science. c. classify and know generalizations in science. d. distinguish, formulate, modify, and recognize hypothesis formation in science. e. know operational definitions in science. f. follow experimentation in science. g. formulate generalized conclusions in science.

GOAL	SUB-GOAL	OBJECTIVES	
p	(1) (2) (3) (4) (5)	31. Know advanced scientific facts and terminology.	a. know meaning of life. b. understand ecology. c. know botany. d. know zoology. e. understand physiology. f. know geology and understand geography. g. know about weather and atmosphere. h. understand astronomy. i. understand physical science.
p	(1) (2) (3) (4) (5)	32. Understand nature and purpose of science.	a. understand the investigative nature of science. b. know and understand importance of measurement. c. know observations are generalized into laws. d. know difference between laws and theories. e. know history and development of science. f. know the relationship between scientific progress, technical achievements and economic development; the role of science in industry.
p	(1) (2) (3) (4) (5)	33. Understand the scientific approach.	a. appreciate science and the work of scientists. b. realize the impact of science on our lives. c. understand the creative nature of the scientist's work. d. understand the relationship and distinction between pure sciences and their applications. e. be concerned about and aware of man's responsibility for his environment. f. understand wise use of resources, protection of wildlife and forests. g. understand prevention of pollution. h. be concerned about and aware of the relationship between science, its application, and human and social responsibility. i. have self-initiated curiosity, interest, and participate in science.

GOAL	SUB-GOAL	OBJECTIVES	
		33. (Continued)	j. engage in scientific activities on own time and in the classroom. k. have knowledge to make application to problems. l. have ability and knowledge to make application to way of life.
b	(1) (2) (3)	34. Have a broad interest in academic and non-academic areas.	a. produce arts and crafts. b. perform music and dance. c. explore a variety of occupations. d. produce science projects. e. explore homemaking task. f. have a variety of personal interest areas, e.g., travel, foreign language, math games, public speaking, journalism, carry over sports, special musical instruments, etc.

OBJECTIVES

HIGH SCHOOL (Ages 15-19 and some 14 year olds)

GOAL	SUB-GOAL	OBJECTIVES	
		By the end of the 4th year, High School students will:	
a	(1) (2)	1. Increase vocabulary skills.	a. apply and utilize context clues, phonetic principles, and word structure. b. incorporate words into vocabulary. c. extend word meaning with synonym, antonym, homonym words with several meanings. d. expand vocabulary to vocational-technical-career areas. e. expand vocabulary to areas of sociology, management and human relations.
a	(1)	2. Have literal comprehension skills.	a. select appropriate meanings for words. b. group words into thought units. c. understand sentence-paragraph meaning and organization. d. understand interrelationships among the parts of the selection. e. properly sequence events and determine relationship of setting to character and plot. f. identify main idea. g. draw conclusions and make inferences. h. judge validity of information. i. distinguish between the relevant and irrelevant. j. see relationship between cause and effect.
a	(1) (2)	3. Have study skills.	a. have interpretation skills. b. have education skills. c. have organization skills. d. utilize reference materials. e. follow directions.
a	(1) (2)	4. Have appreciation for and understanding of literature.	a. recognize the use of figurative language and non-literal statements. b. recognize literary genre, styles and settings, and stylistic similarities and differences.

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GOAL	SUB-GOAL	OBJECTIVES	
		4. (Continued)	c. recognize literary structural devices, meter, alliteration, use of mood, appeal to "senses." d. understand development of mood and emotion. e. understand character development. f. understand plot development. g. distinguish relevant from irrelevant information. h. recognize unstated assumptions. i. detect illogical thinking, inconsistencies, fallacies and discrepancies; fact from fantasy. j. recognize the author's point of view and bias. k. recognize the author's objective. l. make judgments only on sufficient evidence. m. judge the accuracy of information on the basis of documentation, proof, specific references. n. compare points of view, plots, themes, moods. o. compare a reading selection with other reading selections and/or with reality. p. develop consistent criteria for comparison. q. distinguish between subjective and objective criteria.
a	(1) (2)	5. Have creative writing skills.	a. construct a theme of coherent paragraphs. b. combine concepts, principles, and generalizations. c. write an argument for a debate. d. combine research and organization in a research paper. e. write original stories, poems and compositions using literary devices.
a	(1) (2)	6. Have advanced language construction skills.	a. know parts of speech. b. know sentence construction. c. know sentence transformation and expansion. d. know point of usage. e. understand morphology. f. understand phonology.

GOAL	SUB-GOAL	OBJECTIVES	
a	(1)	7. Have journalism skills.	a. know history of the development of newspaper.
	(2)		b. know newspaper organization.
b	(2)		c. identify and write each type of article.
	(3)		d. know and utilize principles of journalism.
			e. understand career opportunities in journalism.
a	(1)	8. Have speaking skills.	a. participate in class and group discussion.
	(2)		b. participate in dramatics or debates.
			c. preside over or lead discussion.
			d. make adequate unrehearsed presentations.
			e. make adequate rehearsed presentations.
			f. summarize information.
			g. make consistent, fluent reports.
			h. speak from an implicit or explicit outline.
			i. speak fluently, evenly, and well-paced.
			j. employ correct grammar, usage, and syntax.
			k. enunciate clearly and maturely.
			l. have poise.
			m. employ vocabulary and ideas appropriate for level.
		9. Have awareness of careers and career opportunities.	a. understand how a career relates to their own life plans.
			b. understand that a person's career may satisfy personal need not held by others.
			c. have decision-making skills relating to work.
			d. understand how decisions, rules, and procedures are characteristic of work.
			e. understand a variety of careers.
			f. understand the skills and knowledge needed to pursue certain careers.
			g. have communication and human relations skills necessary in various skills.

GOAL	SUB-GOAL	OBJECTIVES	
b e	(1)-(4) (1)-(4)	10. Have vocational/occupational skills.	a. know the vocational/occupational opportunities in the county and region. b. understand how vocations/occupations that are of high interest fit into the mechanics of society. c. have the basic academic skills required to succeed in each respective vocation/occupation. d. have the knowledge and awareness about the respective vocation/occupation that are needed to perform the related mental and physical skills. e. have the human relations skills required for success in the respective vocation/occupation. f. have leadership skills. g. set short-and long-range vocation/occupation goals. h. match their own interest, abilities, achievement talents and values with a vocation/occupation. i. have the vocation/occupation skills needed for employment upon completing high school. j. have the basic vocation/occupation skills needed for advanced post high school training.
b	(1) (3)	11. Have employment skills.	a. have job interview skills. b. be able to complete application forms. c. understand organized labor. d. understand the role of management and labor. e. understand income and social security taxes. f. understand the systems for evaluating employees.
c	(1)-(7)	12. Have human relations skills.	a. communicate effectively with all ages and races. b. empathize with others (peers and adults). c. have group process skills. d. accept each individual regardless of his/her race, abilities, values or beliefs.

GOAL	SUB-GOAL	OBJECTIVES	
d	(1)-(3)	13. Have a positive self-esteem.	a. have confidence in self. b. take risk with peers and adults. c. accept criticism. d. feel "OK" with peers. e. feel successful. f. feel "OK" about self at school. g. understand own physical, mental and emotional limitations. h. assume responsibilities and adjust to change.
f	(1)-(6)	14. Have citizenship skills.	a. understand public services. b. understand the role of the individual in community, state and national affairs. c. understand representative government. d. know the voting laws and procedures. e. know the systems of taxation. f. know basic civil laws. g. know the relationship between home and community. h. understand environmental problems and practice good emotional habits. i. participate in civic affairs.
g	(1)-(3)	15. Make application of mathematics to every-day life.	a. use mathematical reasoning to make decisions on budgeting, purchasing. b. use math to improve ability in sports, games, and hobbies. c. use math to understand news. d. develop confidence and satisfaction through application of math ability. e. apply math to consumer income. f. apply math to consumer expenditures. g. apply math to business. h. apply math to homemaking. i. apply math to industry and construction. j. apply math to travel.

GOAL	SUB-GOAL	OBJECTIVES	
		15. (Continued)	k. apply math to sports. l. appreciate the importance of math. m. appreciate the simplicity and order of math. n. appreciate the value of accuracy and quality of their work. o. enjoy math in school. p. enjoy using math outside school.
g	(1)-(3)	16. Have problem solving skills.	a. identify the problem; recognize that a problem exists and define it. b. analyze the problem to determine a sequence of steps that will lead to a solution. c. recall facts, definitions, notations, and symbols necessary to solve the problem. d. translate from one type of "language" or symbolism to another. e. perform the necessary mathematical manipulations. f. find more than one way to solve a problem and select the most efficient of these. g. recognize that a problem may have more than one solution or may not have any solution. h. draw conclusions from a solution and/or given data; including estimating. i. solve problems with whole numbers or natural numbers. j. solve problems with fractions. k. solve problems with decimals or percents. l. solve problems with units of measurement. m. solve problems with algebra. n. solve problems with statistics. o. solve problems with geometry. p. solve problems with graphs.

GOAL	SUB-GOAL	OBJECTIVES	
g	(1)-(3)	17. Have advanced mathematic skills.	a. solve number sentences. b. know language of algebra. c. use positive and negative numbers. d. find the value of an algebraic expression. e. solve equations and inequalities. f. understand algebraic representation of verbal relationships. g. draw plane and solid geometric figures. h. apply geometric functions. i. make and understand tables. j. make and understand graphs. k. know vocabulary of statistics. l. know basic statistics of central tendency. m. understand probability and chance. n. understand and compute factorials. o. understand permutations and combinations.
g m	(1)-(3) (1)-(4)	18. Understand cultural and social organizations.	a. know of different cultures; food, shelter, clothing, occupations, and social relations. b. understand society's influence on our way of thinking and way of life. c. know how the individual affects the progress, conditions, and forces operating in the world around him. d. have awareness of the interdependence and interrelationships among peoples, regions, and nations. e. have awareness of the contribution of many different peoples to our way of life. f. have knowledge of communication between communities, states, nations. g. be able to compare and contrast rural and urban life, farm life, and city life. h. have awareness of how and why social groups develop and change.

GOAL	SUB-GOAL	OBJECTIVES	
k m	(4) (1) (2)	19. Understand the environment.	a. understand variations in population. b. understand variations in natural resources. c. know how topography, resources, and climate affect man's location and economic activity. d. know specific areas of production of farm, factory, forest, fish, and mine products. e. know how technology affects geographic conditions and man's location and economic activity. f. know how improved communication and transportation affect geography and economic activity.
h	(1)- (5)	20. Understand governmental functions and structure.	a. understand the function and structure of local, state and national governments in the U.S.A. b. be able to compare different types of governments. c. understand the concept of freedom in a democracy. d. understand voting, law-making and enforcement.
k	(1)- (4)	21. Have management skills.	a. identify needs. b. set goals. c. establish priorities. d. identify and allocate resources. e. budget time. f. assess the results.
i	(1)- (3)	22. Have home and family skills.	a. understand the family unit in society. b. know the role of each family member. c. understand the responsibilities of parenthood. d. understand the relationship of leisure time with family living. e. have management skills. f. understand economics and family living. g. understand parental modeling roles. h. have problem-solving skills.

GOAL	SUB-GOAL	OBJECTIVES	
		22. (Continued)	i. have communication skills. j. understand child care. k. understand human growth and development from a parent's point of view.
1	(1)-(6)	23. Understand health and safety principles.	a. understand personal hygiene. b. understand nutrition. c. understand first aid. d. understand physical fitness. e. understand tobacco, alcohol, narcotics, drugs. f. understand traffic safety. g. understand public health.
1	(1)-(6)	24. Understand human sexuality.	a. understand growth and maturity. b. understand male - female relationships. c. understand the role of family units. d. know parts and functions of male and female reproductive systems. e. understand intercourse, conception, prenatal development, birth. f. develop healthy attitudes toward opposite sex. g. develop healthy attitudes toward sex functions and practices. h. identify with own sex.
1 n	(1)-(6) (1)-(2)	25. Have physical skills.	a. have endurance and stamina. b. have vigor and strength. c. have flexibility and agility. d. have balance. e. have poise. f. have hand-eye coordination, foot-eye coordination. g. have manual dexterity and manipulation of objects. h. have coordination. i. have fundamental body skills and gymnastics.

GOAL	SUB-GOAL	OBJECTIVES	
		25. (Continued)	j. participate in aquatics. k. participate in individual and team sports. l. correct postural defects and improve posture. m. improve breathing and circulation. n. develop efficient body movements and learn to control unnecessary movements. o. demonstrate good physical condition. p. develop alertness and responsiveness.
1 n	(1)-(6) (1) (2)	26. Have "carry-over" physical skills in team and individual sports.	a. understand the value of physical fitness. b. set physical fitness goals. c. understand the value of physical activity for leisure time. d. know rules and game strategies for a variety of sports. e. have the fundamental skills important to all students. f. be able to participate successfully in one team sport and three individual sports.
o n	(1)-(6) (1) (2)	27. Have an apprecation for and an interest in music.	a. appreciate beauty as expressed through sound and dance b. be aware that each person has a contribution to make to the group's performance. c. value music as an artistic and creative endeavor. d. appreciate the role of the musician in society. e. appreciate the many types of music.
o n	(1)-(6) (1) (2)	28. Understand music.	a. identify the mood of the musical selection by sound. b. identify the harmonic, rhythmic, and melodic characteristics of the selection by sound. c. identify voice types--soprano, bass, etc., by sound.

GOAL	SUB-GOAL	OBJECTIVES	
		28. (Continued)	d. identify many musical instruments and their family by sound. e. identify the major compositions and composers studied in class by sound. f. be able to follow a simple musical score when listening. g. identify various types of music (classic, folk, etc). h. associate distinctive rhythmic patterns with national or ethnic origins by sound. i. know the historical and national development of music. j. know the lives and works of famous people in music. k. know various types of music, styles, periods, and famous works. l. know various types of musical instruments, e.g., melodic, percussion, harmony, orchestral. m. understand common musical terminology (staff, treble, measure, allegro, etc.). n. have simple understanding of music theory (key, chords, scales, rests, time values, etc.). o. have greater understanding of other cultures through listening to and studying their music -- relate music and social studies. p. recognize the cultural and ethnic backgrounds present in different musical selections and dances.
o n	(1)-(6) (1) (2)	29. Perform music.	a. develop singing technique. b. develop singing interpretation. c. develop instrumental accomplishment. d. develop instrumental techniques and interpretation. e. develop dance responsiveness. f. develop dance techniques and interpretation.

GOAL	SUB-GOAL	OBJECTIVES	
o n	(1)-(6) (1) (2)	30. Value arts and crafts.	a. have preferences for types and works of arts and crafts. b. make judgments about art works and crafts. c. responds emotionally to moods and feelings in art. d. enjoy self-expression through the various art and craft media. e. enjoy making useful things. f. independently engage in artistic endeavors in leisure time. g. read about art and artists, crafts, and craftsmen. h. attend museums and exhibitions. i. paint, draw, sculpt, construct, etc. j. participate in discussions of art and crafts. k. use everyday materials in creative ways. l. express satisfaction and pride in creativity and self-expression.
o n	(1)-(6) (1) (2)	31. Understand arts and crafts.	a. recognize the subject matter, objects, and ideas in representational art. b. recognize the moods and emotions in expressive arts and crafts. c. recognize the various media in arts and crafts (e.g., oil, collage, copper, etc.). d. recognize formal elements such as texture, line, form, pattern, color, proportion, and perspective. e. know arts and crafts terminology; vocabulary and concepts. f. identify the characteristics of the work they admire. g. state and discuss their reactions to various works of art or craft. h. given certain criteria, evaluate works of art or craft, including their own. i. recognize some major artists and craftsmen and their works.

GOAL	SUB-GOAL	OBJECTIVES	
		31. (Continued)	j. recognize various styles and periods, e.g., abstract, renaissance, impressionistic, etc. k. give some reasons why works are recognized as similar or different. l. understand major historical and national artistic and crafts developments.
o n	(1)-(6) (1) (2)	32. Produce arts and crafts.	a. produce arts. b. produce crafts. c. produce industrial arts. d. demonstrate expressing moods, feelings, ideas & themes. e. demonstrate creativity and originality.
g p	(1)-(3) (1)-(5)	33. Understand the scientific approach.	a. know the role of the scientists in moving back the boundaries of ignorance. b. realize the impact of science on our lives. c. understand the creative nature of the scientist's work. d. understand the relationship and distinction between pure sciences and their applications. e. understand the role of science in industry. f. understand wise use of resources. g. understand protection of wildlife and forests. h. understand prevention of pollution. i. engage in classroom scientific activities. j. engage in scientific activities on own time. k. be interested in science.
g p	(1)-(3) (1)-(5)	34. Apply scientific methods to life.	a. willingly and independently apply scientific approaches and basic principles, where appropriate, in everyday living. b. apply scientific processes and skills to solve practical and personal problems.

GOAL	SUB-GOAL	OBJECTIVES	
		34. (Continued)	c. apply scientific information in new and wider contexts and across subject boundaries. d. distinguish between science and superstition (misconceptions) and rely on the former. e. be skeptical of mystical explanations. f. desire experimental verification. g. base solutions to problems on logic and empirical evidence. h. have an exploring, speculating, questioning attitude. i. have faith in the possibility of solving problems.
g p	(1)-(3) (1)-(5)	35. Have scientific experimentation skills.	a. select from several experimental procedures the one most appropriate for testing a given hypothesis or studying a given problem. b. propose ways to test a hypothesis or prediction or study a problem. c. follow a given experimental procedure or design and carries it to completion. d. plan a simple experimental design, or part of a design, for a given problem or hypothesis and carry it to completion. e. skillfully use laboratory tools and equipment, measurement devices, and other materials used in science. f. recognize gross limitations in the design or outcome of an experiment.
g p	(1)-(3) (1)-(5)	36. Have scientific observation and description skills.	a. observe and identify phenomena, objects, and their properties. b. observe and identify time-space relationships. c. observe and identify changes in physical and biological objects, phenomena, and systems. d. order a series of observations.

GOAL	SUB-GOAL	OBJECTIVES	
		36. (Continued)	e. describe in writing physical and biological objects, phenomena, and systems and changes in them. f. describe in charts, diagrams, and drawings physical and biological objects, phenomena, and systems and changes in them.
g p	(1)-(3) (1)-(5)	37. Have scientific hypothesis formation skills.	a. distinguish among hypothesis, prediction, inferences, observations, facts, and opinions. b. formulate simple hypotheses, make predictions, and give possible explanations for various phenomena on the basis of known information, observations, experimentation. c. modify hypotheses, explanations, and predictions in light of new factors, variables, evidence and considerations. d. recognize the possibility of testing a hypothesis, prediction, or problem. e. check the logical consistency of a prediction, hypothesis, or explanation with relevant laws, facts, and given information.
g p	(1)-(3) (1)-(5)	38. Understand the content and concepts of advanced science.	a. understand the concepts about the life of man. b. understand the concepts relating to ecology. c. understand the concepts relating to botany. d. understand the concepts relating to zoology. e. understand the concepts relating to physiology. f. understand the concepts relating to geology. g. understand the concepts relating to weather and atmosphere. h. understand the concepts relating to astronomy. i. understand the concepts relating to physical science.

OBJECTIVES

ADULT SCHOOL (Age 19 and over)

GOAL	SUB-GOAL	OBJECTIVES	
		By the end of the program Adults will:	
a	(1)	1. Complete the requirements for high school.	a. have basic mathematic skills.
	(2)		b. have basic reading, writing and speaking skills.
g	(1)		c. have organizing, analyzing and generalizing skills.
	(2)		d. understand the basic scientific processes.
e	(1)		e. have management skills.
	(2)		f. have basic knowledge about the structure and function of the U.S. Government.
	(3)		g. have leadership skills.
	(4)		h. have problem-solving skills.
b	(1)	2. Have vocational/occupational skills.	a. know vocational/occupational opportunities.
	(2)		b. understand vocational/occupational requirements.
	(3)		c. have knowledge and awareness necessary for success in certain vocations/occupations.
	(4)		d. have physical skills.
g	(1)		e. understand the concept of management and labor.
	(2)		f. understand operating and managing a small business.
	(3)		g. have financial management skills.
d	(1)	3. Have non-occupational skills (personal improvement).	a. identify personal needs.
	(2)		b. set goals.
	(3)		c. plan a personal improvement program.
i	(1)		d. acquire skills in special interest areas relating to home, family and self.
	(2)		e. have positive self-esteem.
	(3)		

PROGRAM CONCEPT

PROGRAM CONCEPTS

General program concepts are presented at this point of the comprehensive education plan to enhance the translation of objectives into activities that are philosophically based. A program concept, for the purpose of developing the plan, is a set of instructional or organizational strategies grouped under one title such as open classroom management or team teaching. Program concepts adopted by the Lanier County School System concur with the belief statements and goals described in the philosophy and goals sections of the plan. This concurrence will ensure that the activities to be implemented by the school system are compatible with Lanier County's educational philosophy.

The school system has adopted program concepts that apply to all schools and the system in general, while some have been adopted that will apply to individual school populations because of the difference in maturation levels of students. The following program concepts are either described as general (all schools) or for each school population.

1. General

Schools exist in Lanier County to provide education for children and certain adult citizens and because there is an unquestionable belief that each student is an individual with unique interests, needs and abilities; the educational program concepts adopted will provide for the individuality of each student. Parents, teachers, and administrators in Lanier County have a desire for a program in each school, kindergarten through adult, that will focus on the individual student to provide learning experiences in the affective, cognitive and

psychomotor areas; and provide each student with an opportunity to progress at his/her own learning rate. The following program concepts are based on the above beliefs and desires.

a. Individual Instruction

A program of individualized instruction will be planned and implemented in each school. Individualized instruction is defined by the Lanier County schools as an arrangement that makes it possible for each student to be engaged in learning those things that are most appropriate for himself/herself as an individual. It is further described as activities that are designed to meet a particular need or interest and in which students participate either individually, in pairs or small groups, depending on the similarity of needs and interest of students.

A basic diagnostic-prescriptive approach to teaching will be utilized by each teacher and will be supported by: (1) a management system in each learning area that provides for record keeping, a variety of learning experiences, efficient utilization of time, organization of activities, student independence, and assessment of student progress and reporting; (2) a variety of materials that are multi-level, high interest, and multi-cultural, both commercially and teacher-made; (3) equipment and delivery systems that support a variety of learning experiences; (4) a schedule that is flexible enough to accommodate an individualized program; (5) instructional assistant who will perform teaching, planning and clerical tasks; (6) instructional leaders in each school who will serve as facilitators of program planning and implementation and staff development; (7) a facility that provides as much flexibility in programming as is possible with the utilization of

some existing facilities that are traditionally designed. It should be noted that some existing facilities will be renovated to provide more flexibility, although renovation will be restricted by the basic structure.

In summary, the basic program in each school will consist of diagnosing the needs and interests of students; prescribing activities that may be teacher-taught, machine-taught, peer-taught, self-taught to individual students, small or large groups of students; assessing the progress of each student and re-teaching if the expected performance is not met. It should be emphasized that the expected performance will not be the same for every student in a particular class, but will depend on each student's capabilities, accomplishments and needs.

b. Continuous Progress

A program will be provided at each school that will allow students to progress at a rate that corresponds more closely with the realities of individual differences. In the past, students have been assigned to a particular school in Lanier County based on either grade placement or age, which is recognized as the most convenient way to organize for moving students through program stages. The major stages in the system have been characterized by schools,while the minor stages have consisted of grade placement within each school. Students have been moved annually to another grade regardless of their educational, emotional, physical or social level of maturity.

A continuous progress/nongraded program will be implemented at each school and will begin by assigning students to each school based on their maturation levels and interests, and by removing

the graded superstructure, graded content, graded textbooks, graded standards, and graded nomenclature to which Lanier County has long been accustomed.

A continuous progress/nongraded program is defined best by Lanier County by what it does. Such a program facilities the substitution of student's progress for grade barriers; subject matter organized sequentially around fundamental concepts, principles, and generalizations; instructional materials distributed according to the task at hand and student readiness for these materials; excellence determined from actual performance rather than comparisons with others; and the development of skills and the acquisition of knowledge geared to a continuum which eliminates unnecessary reduction of content and activities.

The program in each school will provide:

(1) continuous progress of each student. The student will be the base line and the only yardstick against which his/her true accomplishments will be measured. The student's level will be founded on a careful diagnosis of his/her abilities to perform.

(2) activities and operational procedures that will completely eliminate unnecessary retardation or acceleration of student progress.

(3) a wholesome consideration to the entire area of readiness at each level. This will be generally true for the earliest level so that students will be able to perform successfully when they move to formal learning situations. Thus, they avoid establishing an habitual practice of failure because they can not

acquire the required skills. The educational productivity of all the children will be enhanced by the establishment of longer periods of readiness based on a careful diagnosis of the needs and interests of each student.

(4) the opportunity for each child to move at his/her own pace. Individual schools will hold to a program of actual continuous progress even to the extent that teachers will not be overly concerned about encroaching on the materials actually preserved for later grades. The curriculum would be planned and articulated without regard to grade identification.

(5) opportunities for systematized continuous teacher collaboration. The sharing among teachers will result in a more fruitful program and a continuous desire to upgrade the educational activities of the school.

(6) flexibility in programming to accommodate differentiated pupil and teacher activities presented in creative ways.

Students will move to another school as they reach a particular maturity level, which may mean that they are mature physically and emotionally but lacking in academic skills. In this event, students would advance to another school but would participate in an instructional program geared to their academic needs provided for by the individualized and continuous progress provisions of the overall program.

> The school personnel of Lanier realize that much of what has been described above as the major program concepts affecting all schools in the system is very idealistic in terms of the present status of the program. However, they believe very strongly that these concepts are educationally sound for the students of the county, and that they are realistic goals that can be reached within time and with appropriate staff development and consultative assistance.

c. Twelve Months School Program

A program, 12 months long, will be provided in each school. The year will be divided into four quarters with approximately three months each. A general education program, with emphasis on basic skills, will be taught in the elementary, middle and high schools during the first three quarters (Fall, Winter, Spring) with the compulsory attendance law in effect. The kindergarten school will provide a general program for the twelve months, as well as the adult school. During the Summer quarter, the program at the elementary, middle, and high schools will focus on the interests of students with basic skills taught in conjunction with the interests, e.g., a student who is interested in music will not only be taught music appreciation, knowledge and skills but will also be taught the basic skills of math, language, reading, etc., as they relate to music. The high school will also provide students an opportunity to pursue academic areas for credit. Attendance during the Summer quarter will not be required.

d. Human Relations and Communications

The Lanier County School System will incorporate into the daily activities in every school information and experiences that will foster human relations, attitudes and communication skills.

The citizens of Lanier County realize the impact of prejudice and misunderstandings between people of different cultural backgrounds, especially when these biases are transmitted from generation to generation and reinforced by language, institutional practices, and overt behaviors. Such attitudes must be counteracted by reason and

justice. Instructional strategies and specific activities will be utilized by each teacher so that both adults and students will:

(1) Understand and respect the fundamental similarities that exist among people.

(2) Acquire knowledge of human and cultural diversity.

(3) Develop respect and appreciation for human and cultural diversity.

(4) Identify empathically with people from other groups and cultures.

(5) Assist all persons in developing a strong positive self-image.

(6) Realize that improving the quality of human interactions is a never-ending process.

Teachers and administrators will develop during staff development programs and program planning sessions specific strategies for reaching the above human relations and communication goals.

e. Career Awareness

A program of career awareness will be provided students at each school (Kindergarten through adult). The Lanier County schools believe that career development occurs as educational and vocational pursuits interact with other life pursuits and that it should start at an early age and continue throughout life. It is believed that people formulate careers by continuously evaluating both what they want to do with their lives and the actions that will enable them to achieve their personal goals. A student who identifies with a career and sets some tentative life goals at all stages of education will more easily recognize the relevancy of the basic academic skills.

Career awareness to the Lanier County schools is not only learning about work but also uncovering personal feelings about career roles, relating school to outside world, setting individual goals and performing work-related tasks. The career development program in each school will be planned by all personnel and incorporated into the regular instructional program. It, like social and physical development, will be a natural integral part of the school process. It will not be a subject added to the curriculum, and will be more than a weekly television program. The schools will be staffed with personnel who have expertise in this area and who will aid the regular classroom teacher with program planning and implementation of specific classroom strategies on career awareness.

The programs at the kindergarten, elementary and middle schools will provide a readiness for students to select a vocation/occupation interest upon entering the high school and adult school.

f. Cooperative Planning

An individualized/continuous progress program will necessitate a system for continuous cooperative planning. In addition, since there is a natural flow of sequenced skills and concepts from school to school and classroom to classroom, some form of team-teaching and planning will be utilized in each school in support of the program with teams comprised of both teachers and aides. Planning will occur on a weekly basis and will consist of the following arrangements:

(1) Teacher with aide to plan specific activities to occur daily within the classroom.

(2) Teaching teams and in come cases aides to plan more general activities that will be the responsibility of each team member for a period of two to five days.

(3) Individual teacher and teaching team with instructional coordinator to plan specific daily activities and objectives for the school year.

(4) Faculty to plan and evaluate school-level objectives and activities including all members of the faculty and the curriculum director.

(5) School faculty - school faculty to articulate the program of instruction between the schools and to plan areas of the program that affect each school.

Lanier County schools strongly feel that without adequate time for planning and staff development during the regular school day, it will be impossible to develop and implement the program concepts described in this section of the Plan. Therefore, all teachers, aides, administrators and instructional coordinators will be provided time for program planning and staff development on a regular basis. The schedule will consist of students being dismissed at 1:00 PM two days per week, and extending the school day to 4:00 PM, thus providing all school personnel with two 3-hour sessions per week without the responsibility of supervising students.

It should be noted that the system for planning programs and planning and implementing staff development activities is not a separate system to the general program, but very much an integral part of the program at each school.

2. Individual Schools

A description of some of the more specific program concepts and strategies that will be implemented by each school can be found in the following chart:

PROGRAM CONCEPTS

School	Team Teaching	Team Planning	Self-Contained	Departmentalized	Independent Study	Peer Teaching	Multi-age Grouping	Contract Teaching	Learning Activity Pkt(LAP)	Group Counseling
Kindergarten	Teacher and 3 Aides	Teacher and 3 Aides	In units of 30 students with one teacher and 3 aides	No	Limited to the more mature students	Yes	Yes	No	No	Yes
Elementary	Lower-Teacher and aide Upper-Teacher & aide, Math Teacher & Social Studies - Science Teach.	Lower-Teacher and aid, Teacher & special area Teacher Upper-Teacher and Aide-Team	Lower -Yes Upper-Language Arts Only	No	Yes-High Interest Areas and some academics	Yes	Yes	Some at the upper level	Some at the upper level	Yes
Middle	Teacher & Aide Interdisciplinary Team - 1 Science 1 Math 1 Soc. Studies 1 Lang. Arts	Teacher & Aide Team Members Team with coordinators	No	No	Yes	Yes	Yes	Yes	Yes	Yes
High	Disciplinary Teams by Department	Interdisciplinary between departments Coordinators w/departments	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Adult	To be planned	Coordinator with Teachers	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

ACTIVITIES

ACTIVITIES

The activity stage of the comprehensive plan consists of means by which the objectives are to be accomplished. It is rather broad in definition encompassing basic information, strategies and concepts. The following activities are described for each school population.

KINDERGARTEN SCHOOL

1. Population

Approximately 300 students, ages 3-5 and the 6-year-olds who do not have a readiness for the first grade.

2. Program Concept

The kindergarten program will be divided into two distinct components. An A.M. program will be provided with a basic instructional format that will match the individualized and continuous progress concepts. The major focus of the A.M. program will be on readiness for the more formal education programs to follow, while the specific objectives will be to develop social skills, motor skills, self-direction, self-esteem, and communication, to name a few areas of emphasis. The development of academic skills will not be included in the major focus. However, those students who have the readiness will be taught some simple basic academic skills such as counting. During the P.M. program, a child-care service will be provided those students who need the service because both parents work away from the home. The program will follow an action format that will have little structure. Focus will be primarily on socialization with the kindergarten personnel serving in a supervisory role.

Parent training-involvement activities will constitute a major component of the kindergarten school. The staff will work with parents on a regular basis, both in the home and in the school. The home activities will occur in an individual parent's home with the one parent involved or with five or

six parents, provided the activities are relevant to the group. One parent will serve as host and will sponsor the home meetings. The activities for the parent groups will be rotated among the parents. Periodically the parents will be invited to the school to participate with their children and to participate in special training activities.

The content for the training sessions will include, but not be limited to, health, nutrition, community services, positive reinforcement of behaviors, parents as models, how children learn, parents as effective teachers, developing positive self-esteem, and the role of parent and teacher in the education process. The social worker will coordinate all activities relating to parent training and involvement. The teaching staff will be responsibile for the home training, which will be scheduled during the P.M. from two to three days per week. Parents will be involved in planning and evaluating each component of the program.

3. Areas of Learning

   a. Socialization
   b. School readiness
   c. Independence
   d. Motor skills
   e. Communications

4. Program Organization

The student population will be divided into instructional units of 30 students each and will be comprised of students with varying ages, but with similar maturation characteristics.

The formal program (AM) will be scheduled for approximately 8:00 A.M. until 12:00 Noon, with a breakfast and lunch program provided. Students that are eligible for the child care program (PM) will remain at the school until 3:00 P.M. Those students who need child care services extended beyond 3:00 P.M. will be provided the services until 6:00 P.M., but at no cost to the school. The kindergarten program will operate five days a week, twelve months of the year when school is in session.

5. Staff Organization

The staff will be organized to complement the instructional unit approach. For each unit, there will be one teacher and three instructional aides who will work as a team in all activities relating to program planning and implementation.

6. Staffing

The kindergarten school staff will consist of:

MEMBER	ROLE/RESPONSIBILITY
a. 1 Program Coordinator	Instructional leader and school administrator.
b. 10 Teachers	Teaching, team coordination and parent training.
c. 20 Instructional Aides	Teaching responsibilities under the supervision of a teacher with early childhood training.
d. 1 Social Worker	Coordinate the parent training and involvement activities at both the kindergarten and elementary schools and will be available to the middle and high schools for special problems.
e. 1 School Nurse (R.N.)	Coordinate the system-wide health program. Housed at the kindergarten school, but shared services with all schools.
f. 1 Secretary/Bookkeeper	Receptionist, clerical, bookkeeping and general office responsibilities.

7. Teaching Strategies

Some examples of teaching strategies to be used by the kindergarten staff are:

a. Role playing
b. Much structured conversation
c. Field trips
d. Much physical activity
e. Much working with educational games, toys, clay, cutting, etc.
f. Regular planned rest
g. Rhythmical activities
h. Positive reinforcement
i. Creative expression
j. Peer teaching
k. Exploration of self, school, community and the world
l. Independence

ELEMENTARY SCHOOL

1. Population

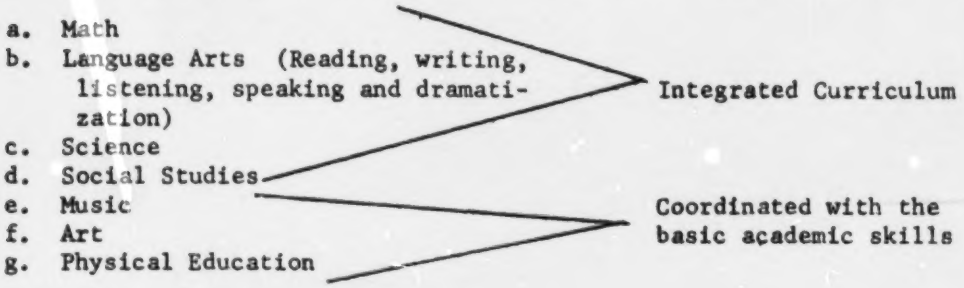
Approximately 450 students, ages 7-9 and those 6-year-olds with the readiness and maturity for a more formal structured program, as well as the 10-year-olds who are lacking in basic skills and in maturity for a program that requires some independence.

2. Program Concept

All elementary students will participate in a daily program of instruction that will focus on the processes and concepts of life as much as general content. The development of the very basic academic skills will be high priority in every instructional unit with emphasis on human relations and communication skills. The program will be presented in such a way that all students will experience success. All areas of learning will be integrated into the regular program, including career awareness, human relations, and communications. Specific activities will be implemented in each classroom that are designed to: develop independence, clarify values, develop social skills, develop self-esteem, and to develop interest in learning. An individualized continuous progress program requires a large quantity of media and materials in many varieties; therefore, a media center, staffed with qualified personnel, will be utilized to support the total instructional program. Students with special education needs will participate in the regular program with supplementary help from resource personnel, except those students with extreme learning disabilities who will receive intensive special education experience from certified personnel.

3. Areas of Learning

The following areas of learning will be provided every student.



4. Program Organization

The lower elementary classes will operate with a self-contained approach with each teacher providing the instruction in all basic academic skill areas, assisted by an instructional aide.

At the upper elementary level, each teacher will be responsible for teaching all language arts but will team with another teacher in the other basic academic skill areas. One teacher will team teach math while the other will teach science and social studies. Instructional aides will assist with both the language arts and the team arrangement.

The special area teacher (art, music, and physical education) will teach the basic skills in these areas to all students in special classes, and will also assist the regular classroom teacher with correlating the areas with the academic program.

A specialist in the area of career awareness will plan with each teacher and will work directly with students in the area of career development.

A schedule, with varying blocks of time, will be developed to support all special activities and the modified team teaching at the upper elementary level.

5. Staff Organization

The staff will be organized to support self-contained instruction at the lower elementary level and modified team teaching at the upper elementary level. An instructional unit will be comprised of 18 students, one regular teacher and one instructional aide. The teacher and aide in the self-contained classrooms, will plan and implement all activities with assistance from the instructional coordinator. The two teachers and two aides comprising the modified teaching teams, will plan and implement all activities relating to math, science and social studies for the two instructional units with assistance from the instructional coordinator.

6. Staffing

The elementary school staff will consist of:

MEMBER	ROLE/RESPONSIBILITY
a. 1 Principal	Administrative task
b. 1 Instructional Program Coordinator	Instructional leader, coordinate school level planning, staff development, and provide special assistance to each teacher.
c. 1/2 time Career Awareness Coordinator	Assist teachers with career development strategies and work directly with students on career awareness. Will serve as 1/2 time counselor.
d. 1/2 time Counselor	Counseling task, plan with teacher and work directly with students. Will serve as 1/2 time Career Awareness Coordinator.
e. 25 Regular Teachers	Teaching and team coordination.
f. 25 Instructional Aides	Teaching responsibilities under the supervision of a certified teacher.

6. Staffing (continued)

	MEMBER	ROLE/RESPONSIBILITIES
g.	1 Media Specialist	Manage the media center, plan with teacher and work directly with students on special activities in the media center.
h.	2 Media Aides	Assist with media center task.
i.	1 P.E. Teacher	Teaching and planning with other teachers.
j.	1 Music Teacher	Teaching and planning with other teachers.
k.	1 Art Teacher	Teaching and planning with other teachers.
l.	1 Secretary/Bookkeeper	Receptionist, clerical bookkeeping and general office responsibilities.
m.	1 Social Worker and 1 Health Nurse	Shared with the other schools.
n.	2 Special Resource Teachers	Teaching and planning with other teachers.

7. Teacher Strategies

Some examples of the teaching strategies to be used by the elementary staff are:

a. The Inquiry Approach
b. Independent study
c. Exploratory activities in all areas of learning
d. Student leadership roles
e. Contract teaching
f. Learning centers
g. Peer teaching
h. Community as the classroom
i. Creative expression in numerous areas and in numerous ways
j. Positive reinforcement of learning

MIDDLE SCHOOL

1. Population

The middle school population will be comprised of approximately 590 students, ages 11-13 the 10-year-olds who have the maturity for a middle school program and the 14-year-olds who are not prepared for advanced academic work at the high school level but need more success with academic work and peer associations.

2. Program Concept

The middle school program will focus on the unique needs of the 10-14-year-olds who are experiencing rapid physiological, emotional and social changes. The program will be presented in much the same way as the elementary program except for the organization of staff and for the emphasis on exploratory experiences. The middle school program will provide students an opportunity for increasing self-identity, for comprehending their environment and attaining their full potential in understanding and skills.

A broad program of exploration will be provided to accommodate the natural inquisitiveness of this student, to make education more relevant, to provide success experiences and to examine careers for the development of life goals, and for making plans for education to follow the middle school.

Specific activities will be provided that will not only be career-oriented but also leisure time and personal-oriented. Students will have an opportunity to identify activities for the exploratory program.

Middle school students will be given an opportunity to assume the role of independent learners in both classroom and independent study activities.

Like the elementary school, a comprehensive media center will be provided to support all instructional activities.

Students with special education needs will participate in the regular program with supplementary help from resource personnel, except those with extreme learning disabilities who will receive intensive education experiences from certified personnel.

Middle school students will be provided many opportunities to interact with adults and peers in both social and school experiences. Since career awareness is such a major portion of the middle school program, a person will be employed to work with teachers and students on areas of career development and will coordinate the exploratory component of the program.

The physical education component of the program will include intramurals for both boys and girls. Intramural activities will be scheduled after school hours, two or three days per week, with transportation provided to pick-up points in the county. The program will consist of both team and individualized sports and will be organized so that each student will have an equal opportunity to participate. Interscholastic athletics will not be emphasized. However, a team of students who have excelled in each sport will have an opportunity to represent the middle school in two or three games with another school from outside the county, scheduled possibly, during the school day so everyone can attend. The intramural program will be coordinated by the regular middle school physical education staff.

The program will be supported by an instructional coordinator for each major academic learning area since the program for the middle school student is complex and since there is such a dire need for students to succeed at this maturation level.

3. Areas of Learning

The following areas of learning will be provided every student.

a. Math
b. Language Arts (same areas as the elementary school)
c. Science
d. Social Studies
e. Music
f. Art
g. Physical Education
h. Exploratory Activities such as:
   (1) Home Economics
   (2) Arts and Crafts
   (3) Business
   (4) Foreign Language
   (5) Photography
   (6) Journalism
   (7) Dramatics
   (8) Industrial Arts
i. Intramurals

Integrated curriculum through interdisciplinary team teaching and planning.

4. Program Organization

The middle school will be organized into large blocks of time to provide the flexibility needed by the interdisciplinary teams. The exploration program will be on a separate schedule that is more rigid than the team schedule. The special areas (art, music, and physical education) will be coordinated with the teaching teams.

5. Staff Organization

The middle school staff will be organized into interdisciplinary teams with four regular teachers and four instructional aides each. The teachers on the team will each represent the learning areas of math, social studies, science, and language arts. They will support each other in all four areas and will plan regularly for all activities with the aides and with four instructional coordinators who represent each of the learning areas. An instructional unit at the middle school will be comprised of approximately 100 students (25 students per regular teacher), four regular classroom teachers, and four instructional aides.

Some exploration activities will change each six weeks and will be taught by teachers, administrators, parents, aides, and students.

6. Staffing

The middle school staff will consist of:

MEMBER	ROLE/RESPONSIBILITIES
a. 1 Principal	Administrative task.
b. 4 Instructional Program Coordinators	Instructional leaders, assist teachers with all aspects of the instructional program relating to the four learning areas, and provide staff development.
c. 1 Counselor	Counseling task, work directly with students (individually and small groups).
d. 1 Career Awareness Coordinator	Assist teachers with career development strategies for the classroom, work directly with students on career awareness and coordinate the exploratory program.
e. 24 Regular Teachers	Teaching and team coordination
f. 24 Instructional Aides	Teaching responsibilities under the supervision of a certified teacher.
g. 1 Media Specialist	Manage the media center, plan with teachers and work directly with students on special activities in the media center.
h. 2 Media Aides	Assist with media center task.
i. 2 P. E. Teachers	Teaching, planning with other teachers and intramurals
j. 1 Art Teacher	Teaching and planning with other teachers.
k. 1 Music Teacher	Teaching and planning with other teachers.

l.	1 Secretary/Bookkeeper	Receptionist, clerical, bookkeeping, and general office responsibilities.
m.	1 Social Worker and 1 Health Nurse	Shared with the other schools.
n.	4 Special Resource Teachers	Teaching and planning with other teachers.

7. Teaching Strategies

Some examples of teaching strategies to be used by the middle school staff are:

a. Multi-age grouping
b. Independent study
c. Exploratory activities
d. Contract teaching
e. Peer teaching
f. Leadership opportunities
g. Utilize the community as the classroom
h. Positive reinforcement of learning

HIGH SCHOOL

1. Population

Approximately 400 students, ages 15-18, the 14 year-olds who are mature enough to participate in a program that is more specialized than the middle school and those students 19 and over who have a need to complete the requirements for a high school diploma will comprise the high school population.

2. Program Concept

The high school students will be provided a comprehensive instructional program. It will consist of basic academics, college preparation, and vocational/occupational awareness, readiness and salable skills.

The basic academic area of the program will provide students with opportunities to further develop the basic skills of math, science, social studies and language arts. It will be presented in such a way that students can recognize the relationship between their school experience and daily life. This area of the program will be interrelated with the vocational/occupational area, as well as the college preparation area.

Those students who have an interest in pursuing a formal education beyond high school (college-bound) will be provided a program of instruction that will develop advanced skills in the areas of science, math, and language arts, and will include numerous activities that will teach processes, knowledge and skills that are indirectly related to the requirements for college work, such as typing, home economics, fine arts and physical education.

The vocational/occupational area of the program will be designed to meet the vocational/occupational interests and needs of the students. Career awareness, a sub-part of this area, will be incorporated into all

areas of the instructional program including the college preparatory area, since "career" is defined as a time-extension, working out of a purposeful life pattern through work undertaken by the individual regardless of the type of work. Some activities will have readiness objectives only in order to introduce a variety of vocations/occupations to students so they can then make realistic decisions that relate to their future. A more intensive set of activities will be provided those students who are interested in developing either skills that will prepare them for employment upon graduating from high school or for advanced vocational/occupational training beyond high school. The vocational/occupational area of the program will consist of classroom work, independent study and work-study (on-the-job training).

The high school will cooperatively plan work-study experiences for students who are intensively involved in the vocational/occupational area of the program. Students will be placed at their request for one quarter with a supervisor-trainer who has volunteered to train students in their vocation/occupation. All work-study activities will occur on a daily basis and will follow the policies and procedures set forth and agreed to by both the school and the volunteer supervisor-trainer. The student will work for his/her credit without pay. The trainer will participate in evaluating the student's progress and will assist with the planning of all stages of the activity. Work-study must be one phase of a long-range plan of education developed by the student with assistance from the high school faculty.

High school students who have special education needs will be placed in the regular class situation and receive supplementary help from special

education personnel, except for those students who have extreme learning disabilities. These students will receive special instruction by certified personnel.

Intramural activities will be provided the high school students (boys and girls), similar to those provided the middle school students. The high school intramural program will, like the middle school, be scheduled after school hours with transportation coordinated with the middle school.

2. Areas of Learning

a. Math
b. Science
c. Social Studies
d. Language Arts - writing, comprehension, speech, drama, literature, and journalism
e. Fine Arts - art, drama, music, crafts
f. Physical Education
g. Driver Education
h. Vocational/Occupational - examples of courses are:

(1) Business
(2) Career Exploration
(3) Work Study
(4) Home Economics
(5) Agriculture
(6) Auto Mechanics
(7) Electricity and Welding
(8) Paramedical
(9) Home Furnishing
(10) Commercial Housekeeping
(11) Animal Husbandry
(12) Cosmotology
(13) Forestry
(14) Plumbing
(15) Industrial Arts
(16) Metal Work
(17) Carpentry
(18) Television and Radio Repair
(19) Small Appliance Repair
(20) Textiles/Clothing
(21) Horticulture

i. Co-Curricular Activities

(1) Athletics
(2) Clubs
(3) Drama
(4) Intramurals

4. Program Organization

The high school program will be divided into four quarters with each being approximately three months in duration. Students will be required to take the basic subjects that meet the State Board of Education requirements for a high school degree and will be permitted to select from a variety of courses called electives. A schedule will be completed for

each student that will match the school's master schedule. In support of an individualized/continuous progress program, the master schedule will offer broad flexibility possibly by dividing the school day into modules of time. This will allow for allocating time in support of an activity rather than delimit an activity due to a regular schedule of time. The curriculum will be basically developed into seven departments - one each for the major areas of learning.

5. Staff Organization

Teachers will be organized by disciplinary teams by departments but will plan regularly with other departments in order to integrate the curriculum and to articulate the needs of students across department lines. Each instructional team will have a team leader and will have the assistance of instructional aides. The counselor, instructional program coordinator and vocational/occupational program coordinator will plan regularly with the respective instructional teams.

6. Staffing

MEMBER	ROLE/RESPONSIBILITY
a. 1 Principal	Administrative task.
b. 1 Instructional Program Coordinator	Assist teacher in planning all aspects of the program and staff development.
c. 1 Vocational/Occupational Coordinator	Coordinate all work study. Plan career awareness and vocational/occupational activities and work directly with students on career development.
d. 11 Regular Classroom Teachers	Teaching and team planning and coordination.
e. 6 Vocational/occupational Teachers	Teaching and team planning and coordination.

f.	1 Driver Education Teacher	Teaching and team planning and coordination.
g.	1 Music Teacher	Teaching and team planning and coordination.
h.	1 Art Teacher	Teaching and team planning and coordination.
i.	3 Physical Education Teachers	Teaching, team planning and coordination and intramurals.
j.	2 Special Resource Teachers	Teaching and team planning and coordination.
k.	2 Reading Specialists	Teach reading to students with reading deficiencies and relate reading with all content.
l.	2 Counselors	Individual and small group counselling responsibilities.
m.	1 Media Specialist	Coordinate all instructions, media and resource materials.
n.	1 Media Aide	Assist with media center tasks.
o.	13 Instructional Aides	Teach under the supervision of a certified teacher.
p.	4 Clerical Aides	Assist teaching teams with clerical tasks.
q.	1 Secretary/Bookkeeper	Receptionist, clerical, bookkeeping and general office responsibilities.

7. Teaching Strategies

Some examples of teaching strategies to be used by the high school staff are:

a. Multi-age grouping.
b. Independent study.
c. Exploration activities.
d. Contract teaching.
e. Peer teaching.
f. Leadership opportunities.
g. Utilizing the community as the classroom.
h. Positive reinforcing of learning.
i. Work study.

ADULT SCHOOL

1. Population

An adult school will be provided adults 19 and over who need to complete certain academic requirements for a high school diploma, consisting of occupationally related programs and special courses (i.e., economics, cultural awareness, human growth and development).

2. Program Concept

The adult school will be housed at the high school facility. The program will consist of basic education for those who need to complete the requirements for a high school degree (approximately 186 adults have indicated this need), education for job opportunities for those who want to develop skills and acquire knowledge that will enhance job opportunities, and education for personal improvement (non-occupational) for those who are interested in personal improvements relating to self, family or community.

An adult program coordinator will work full-time with the adults in Lanier County to plan the activities requested and activities that match with the three categories above. Some certified teachers will be used for teaching the basic education and job skills areas, while some teaching will be done by volunteer teachers, particularly in the area of personal improvement.

3. Areas of Learning

The specific areas of learning will depend upon the requests made by the adults. However, it is expected that the following areas will be offered:

a. Basic education for high school degree

(1) Writing
(2) Reading
(3) Social Studies
(4) Math
(5) Science

b. Job opportunities

(1) Construction
(2) Auto Mechanics
(3) Typing/Bookkeeping
(4) Income Tax
(5) Nursing/Medical
(6) Office Machines
(7) Electrical Wiring

c. Personal improvement

(1) Reading
(2) Arts/Crafts
(3) Income Tax
(4) Home Improvement
(5) Self-Protection
(6) Typing
(7) Horticulture
(8) Child Growth and Development

4. Program Organization

Each area of learning will be organized into an instructional unit of no less than 12 - 20 students and will be scheduled during the evenings. The regular program will be open to those adults who have available time during the day.

5. Staff Organization

Staff will be matched with learning areas and will be selected from the total school personnel and from the community, depending on expertise and the requirements for certification.

6. Staffing

MEMBER	ROLE/RESPONSIBILITY
a. 1 Adult Program Coordinator	Coordinate all planning and program implementation and information to the community and work directly with teachers and students.
b. 6 Part-time Teachers	Teaching and planning.

7. Teaching Strategies

a. Independent study
b. Peer teaching
c. Contract teaching

PROGRAM AND MANAGEMENT NEEDS

PROGRAM AND MANAGEMENT NEEDS

This stage of the comprehensive education plan will provide a description of all resources and management needed to implement the program that has been planned for each school population.

1. FACILITIES

a. Kindergarten School

The kindergarten school will utilize the cafeteria and the auditorium located on the current high school site. Both buildings need some remodeling in order to be adequate for an early childhood education program. The ceilings, floor and restrooms of the auditorium need to be improved and the lighting, controlled air and electrical systems completely remodeled. The cafeteria needs some improvement to its inner-wall and is definitely in need of carpeted floors.

b. Elementary School

The current primary facility will house the elementary program. Additional space will be made available since the central administration and operations will be moved to the current high school site. The building to be used for the elementary school will require some remodeling, such as carpeting 15 classrooms and providing some open space by removing the walls between pairs of classrooms in the upper elementary area of the building. A new multi-purpose building and media center is needed in order to provide support for the program that has been planned for the elementary school. It will be located on the back of the site, centrally located and attached to the three existing buildings. It will house the media center, physical education, large group instruction and special events and will consist of approximately 6,000 square feet of floor space.

c. Middle School

The middle school will be housed at the present elementary school. The facility has some special instructional areas such as a small home economics room, a small science room and an industrial arts shop. It will be necessary to improve the basic instructional area by carpeting the floors and removing some walls for greater flexibility since the middle school teacher will be team teaching. The building needs additional capacity and some special facilities. Therefore, six new classrooms will be constructed in addition to a media center and multi-purpose room that will be similar to the elementary school's. The new classrooms and multi-purpose room will add approximately 8,000 square feet of floor space to the middle school.

d. High School

The current high school is totally inadequate for a comprehensive high school program. Reference is made to the needs assessment report, pages 149-156 for a complete description of the inadequacies of the current high school plant and site. A new comprehensive high school will be constructed on a site that is adequate in size and condition. The new plant will have the following features.

a. 6 basic classrooms
b. science suite
c. business suite
d. music suite
e. home economics suite
f. art laboratory
g. driver education room and out-of-doors practice area
h. trade and industrial suite
i. industrial arts shop
j. physical education center
k. dining center
l. administrative suite
m. special education rooms

The general design of the structure will be instructional facilities with some open space organized into areas called "pods" and some single classrooms. There will be one special area ("pod") for each major department to support the disciplinary team teaching approach. The total floor space will equal approximately 67,000 square feet.

e. Adult School

The adult school will utilize the high school facilities.

f. System-Wide Special Services

The central administration and operations will be housed at the newer building on the high school site currently being used for the high school administrative functions. In addition, the library will be used in order to have ample space for housing central administration functions, alternative educational purposes, staff development and central purchasing and storage. Some remodeling will be required to adjust the facilities to the management needs.

2. PERSONNEL

Complete breakdown is shown on next page.

3. MATERIALS

The materials needed to support the program at each school will be quite extensive. Some commercial materials will be needed, but most will be developed by the instructional staff. It is within this task that instructional aides will play a very key role.

4. EQUIPMENT

See the line item Equipment in the budget by school for a description of the types of equipment needed for each school population.

5. SUPPORTIVE SERVICES

The services that will be provided each school, in support of the program and student and faculty needs will consist of the following:

a. Special education by the Tri-County Program for Exceptional Children at no direct cost to the Lanier County School System. The school

2. PERSONNEL

TOTAL STAFF

	Superintendent	Principals	Director Pupil Services	Curriculum Director	Social Worker	Registered Nurse	Language Arts Coordinator	Vocational/Occupational Coord.	Career Awareness Coordinators	Media Specialists	Counselors	Program Coordinators	Secretary	Bookkeeper	Secretary/Bookkeeper	Instructional Aides	Part-time Teachers	Regular Teachers	Physical Education Teacher	Art Teacher	Music Teacher	Special Resource	Reading	Vocational/Occupational	Driver Education
KINDERGARTEN												1			1	30		10							
ELEMENTARY SCHOOL		1							½	1	½	1			1	27		25	1	1	1	2			
MIDDLE SCHOOL		1							1	1	1	4			1	26		24	2	1	1	4			
HIGH SCHOOL		1						1		1	2	1			1	18		11	3	1	1	2	2	6	1
ADULT SCHOOL												1					6								
SYSTEM-WIDE SPECIAL SERVICES	1		1	1	1	1	1						1	1											
TOTALS	1	3	1	1	1	1	1	1	1½	3	3½	8	1	1	4	101	6	70	6	3	3	8	2	6	1

system has specific assets available in the areas of psychology, school psychometrics, behavior disorders, speech therapy, gifted, hospital-home instruction and learning disabilities. This shared service agency will provide not only consultative assistance, but also personnel who will work within the system on a full-time basis.

b. Consultative Services: Technical assistance and consultative services will be provided by shared services in all areas of instruction at no direct cost to the Lanier County School System. The consultants will work directly with staff development and program planning.

c. Health: The school system will employ a certified Health Nurse to work directly with the kindergarten and elementary school and to be on call to all schools. The system will work closely with the local health department on all health needs of the students that can be serviced by the health department.

d. Food: A complete breakfast and lunch program will be provided each school population, kindergarten through high school.

e. Transportation: School supported transportation will be provided each student and will include transporting, daily, the kindergarten students after lunch to pick-up points in the community.

f. Administrative Services: The central office will be staffed with the following administration and directors:

	MEMBER	ROLE/RESPONSIBILITY
(a)	1 Superintendent	Serves as the general administrator for the entire school system.
(b)	1 Curriculum Director	Responsible for all instructional planning and staff development, works closely with the instructional program directors in the system and assists the superintendent in instructional matters.

	MEMBER	ROLE/RESPONSIBILITY
(c)	1 Director of Pupil Services	Coordinates all services that relate to student needs. Will serve as a home-school coordinator.
(d)	1 Language Arts Coordinator	Coordinates all program planning and staff development relative to language arts, particularly reading.
(e)	1 Secretary	Receptionist; clerical and general office task.
(f)	1 Bookkeeper	Bookkeeping and general office tasks.

6. STAFF DEVELOPMENT

Successful implementation of the program planned for each school population will absolutely require a continuous well-planned staff development program; therefore, an intensive program will be planned for the staff of each school and for all school personnel at system level.

The program will be planned and managed by a system of Management by Objectives and will consist of no less than needs, goals, objectives, activities and evaluation. Milestones will be planned and activities scheduled on a regular basis during the ten planning days provided each staff member and during the two afternoons per week.

The content for the staff development program will include, but not be limited to:

(a) Assessing the needs of students
(b) Writing criteria reference tests
(c) Developing individual instructional materials
(d) Prescribing activities
(e) Classroom management
(f) Positive reinforcement of learning
(g) Human relations and communications
(h) Independent study
(i) Multi-age grouping
(j) Developing skill continuum
(k) Record keeping

l. Peer teaching
m. Evaluating and reporting
n. Career Awareness
o. Music and art in the classroom

The special instructional program coordinator and the curriculum director will be responsible for staff development and will utilize special consultant assistance in certain areas of program planning and staff skill development.

7. PLANNING (SHORT AND LONG RANGE)

A system of Management by Objectives will be used to plan, implement, operate and evaluate each school program and to manage the activities at the system level. The management system will be used to assess the degree to which the school and/or the system are reaching both the process and product goals.

The process goals will be translated into objectives and activities and will be evaluated, per objective, at the end of each school year. Activities will be planned and milestones (critical events and dates) set throughout the school year. Management by Objectives will be used to monitor the completion of the milestones.

Planning will be a continuous process and Management by Objectives will be the structure that will give it direction and clarity. Plans will be made for specific one-day activities as well as programs that will take years to complete. Each administrator and coordinator will be trained in all areas of Management by Objectives.

8. FINANCE

The total cost of each school program and system-wide special service is represented in the following individual budget and composite budget of all expenditures. It should be noted that the budgets reflect

the total cost of program and services without regard to the sources of funds. While much of the total cost for the Lanier County Comprehensive Educational Program must be furnished by the State of Georgia, some costs can be provided through local and federal sources.

KINDERGARTEN SCHOOL

ITEM	COST START UP	COST CONTINUING
1. PERSONNEL		
a. 10 Regular Teachers		$102,790
b. 30 Instructional Aides		135,000*
c. 1 Program Coordinator		12,000
d. 1 Secretary/Bookkeeper		5,000
2. FIXED CHARGES		
Social Security and Teacher Retirement @ 15% of $254,790		38,218
3. MATERIALS		
Continuous Cost - 10 teachers @ $260/teacher	$10,000	2,600
4. EQUIPMENT		
Cots, chairs, tables, learning center equipment, small playground equipment	10,000	1,500
5. FACILITIES		
Renovation of the cafeteria and auditorium on the present high school site	48,750	
6. MAINTENANCE AND OPERATION OF PLANT		
10 Teachers @ $1,500/teacher		15,000
7. STAFF DEVELOPMENT		
a. Consultant honorarium and travel	800	1,200
b. Materials		300
TOTAL	$69,550	$313,608

TOTAL COST OF KINDERGARTEN SCHOOL PROGRAM $383,158

*Number of aides has been changed to 20. Budget changes have not been made.

ELEMENTARY SCHOOL

ITEM	COST START UP	COST CONTINUING
1. PERSONNEL		
a. 30 Teachers 25 Regular 1 Physical Education 1 Art 1 Music 2 Special Education		$274,246
b. 27 Aides 25 Instructional 2 Media		108,750
c. 1 Media Specialist		12,000
d. 1 Counselor/Career Awareness Coordinator		12,000
e. 1 Instructional Program Coordinator		12,000
f. 1 Principal		15,000
g. 1 Secretary/Bookkeeper		5,000
2. FIXED CHARGES		
Social Security and Teacher Retirement @ 15% of $438,996		65,849
3. MATERIALS		
Continuous Cost - 30 teachers @ $260/teacher	4,500	7,800
4. EQUIPMENT		
Art, music and physical education equipment and furniture for media center	5,000	2,500
5. FACILITIES		
New media center and multi purpose room (6,000 sq. ft. @ $25/sq. ft.) Carpet 15 classrooms	155,250	
6. MAINTENANCE AND OPERATION OF PLANT		
30 Teachers @ $1,500/teacher		45,000
7. STAFF DEVELOPMENT		
a. Consultant Honorarium and Travel	500	1,200
b. Materials	100	200
TOTAL	$165,350	$561,545

TOTAL COST OF ELEMENTARY SCHOOL PROGRAM $726,895

MIDDLE SCHOOL

ITEM	COST START UP	COST CONTINUING
1. PERSONNEL		
a. 32 Teachers		$291,482
24 Regular		
1 Art		
1 Music		
2 Physical Education		
4 Special Education		
b. 26 Aides		105,000
24 Instructional		
2 Media		
c. 4 Instructional Area Coordinators		48,000
1 Math		
1 Science		
1 Social Studies		
1 Language Arts		
d. 1 Media Specialist		12,000
e. 1 Counselor		12,000
f. 1 Career Awareness Coordinator		12,000
g. 1 Principal		15,000
h. 1 Secretary/Bookkeeper		5,000
2. FIXED CHARGES		
Social Security and Teacher Retirement @ 15% of $500,482		75,072
3. MATERIALS		
Continuous Cost - 32 teachers @ $260/teacher	7,000	8,320
4. EQUIPMENT		
Music, Art, Home Economics, Industrial Arts and Physical Education equipment	29,000	3,500
5. FACILITIES		
New media center and multi purpose room (8,000 sq. ft. @ $25/sq.ft.)	200,000	
6 new classrooms		
6. MAINTENANCE AND OPERATION OF PLANT		
32 Teachers @ $1,500/teacher		48,000

7. STAFF DEVELOPMENT			
a. Consultant Honorarium and Travel		400	700
b. Materials		100	200
	TOTAL	236,500	636,274
TOTAL COST OF MIDDLE SCHOOL PROGRAM			$872,774

HIGH SCHOOL

ITEM	COST START UP	COST CONTINUING
1. PERSONNEL		
a. 27 Teachers 3 Math 3 Language Arts 3 Social Studies 2 Science 3 Physical Education 6 Vocational/Occupational 1 Driver Education 1 Music 1 Art 2 Reading (Remedial & Content) 2 Special Education		$236,331
b. 18 Aides 13 Instructional 1 Media 4 Clerical		67,500
c. 1 Media Specialist		12,000
d. 2 Counselors		24,000
e. 1 Instructional Program Coordinator		12,000
f. 1 Vocational/Occupational Coordinator		12,000
g. 1 Principal		18,000
h. 1 Secretary/Bookkeeper		5,000
2. FIXED CHARGES		
Social Security and Teacher Retirement @ 15% of $386,831		58,025
3. MATERIALS		
Continuous Cost - 27 teachers @ $260/teacher	15,000	7,020
4. EQUIPMENT		
Vocational/Occupational, art, music, Physical education, science equipment and classroom furniture	98,000	10,000
5. FACILITIES		
67,000 sq. ft. @ $25/sq. ft. (See Facilities Section for a more detailed description of the High School facilities)	1,675,000	
6. MAINTENANCE AND OPERATION OF PLANT		
27 Teachers @ $1,500/teacher		40,500

7. STAFF DEVELOPMENT			
a. Consultant Honorarium and Travel		1,500	1,000
b. Materials		300	200
	TOTAL	$1,789,800	$503,576
TOTAL COST OF HIGH SCHOOL PROGRAM			$2,293,376

ADULT SCHOOL

	ITEM	START UP	CONTINUING
1.	PERSONNEL		
	a. 1 Superintendent		$ 25,000
	b. 1 Curriculum Director		18,000
	c. 1 Health Nurse (R.N.)		12,000
	d. 1 Social Worker		12,000
	e. 1 Director of Pupil Services		12,000
	f. 1 Language Arts Coordinator		12,000
	g. 1 Secretary		5,000
	h. 1 Bookkeeper		10,000
2.	FIXED CHARGES		
	Social Security and Teacher Retirement @ 15% of $106,000		15,900
3.	MATERIALS/SUPPLIES		5,000
4.	EQUIPMENT		
	Office Furniture, typewriters, copy machines	2,000	1,500
5.	FACILITIES		
	Renovate new area of high school	4,000	
6.	MAINTENANCE AND OPERATION OF PLANT		10,000
7.	HEALTH SERVICES		2,500
8.	TRANSPORTATION		90,000
9.	FOOD SERVICES		120,000
10.	STUDENT-COMMUNITY ACTIVITIES		10,000
	TOTAL	$ 6,000	$360,900

TOTAL COST OF SPECIAL SYSTEM-WIDE SERVICES $366,900

SYSTEM-WIDE SPECIAL SERVICES

ITEM	COST START UP	COST CONTINUING
1. PERSONNEL		
a. 6 Part-time teachers		$ 18,000
b. Adult Program Coordinator		12,000
2. FIXED CHARGES		
Social Security and Teacher Retirement @ 15% of $30,000		4,500
3. MATERIALS		
7 Teachers @ $260/teacher		1,820
4. EQUIPMENT		
5. FACILITIES		
6. MAINTENANCE AND OPERATION OF PLANT		
7. STAFF DEVELOPMENT		
TOTAL		36,320
TOTAL COST OF ADULT SCHOOL PROGRAM	$36,320	

COMPOSITE BUDGET

ITEM	COST START UP	COST CONTINUING
1. PERSONNEL		
99 Teachers		$ 904,849
6 Part-time Teachers		18,000
101 Instructional Aides		416,250
8 Program Coordinators		96,000
4 Secretaries/Bookkeepers		20,000
1 Secretary		5,000
1 Bookkeeper		10,000
3 Media Specialists		36,000
4 Counselors		48,000
3 Principals		48,000
1 Superintendent		25,000
1 Career Awareness Coordinator		12,000
1 Vocational/Occupational Coordinator		12,000
1 Curriculum Director		18,000
1 Health Nurse (R.N.)		12,000
1 Social Worker		12,000
1 Director of Pupil Services		12,000
1 Language Arts Coordinator		12,000
		$ 1,717,099
2. FIXED CHARGES		
Social Security and Teacher Retirement 15%		257,564
3. MATERIALS/SUPPLIES	36,500	32,560
4. EQUIPMENT	144,000	19,000
5. FACILITIES	2,083,000	
6. MAINTENANCE AND OPERATION OF PLANTS		158,500
7. STAFF DEVELOPMENT		
a. Consultant Honorarium and Travel	3,200	4,100
b. Materials 100-100-300	500	900
8. HEALTH SERVICES		2,500
9. TRANSPORTATION		90,000
10. FOOD SERVICES		120,000
11. STUDENT AND COMMUNITY ACTIVITIES		10,000
TOTALS	$ 2,267,200	$ 2,412,223
TOTAL COST OF COMPOSITE PROGRAM		$4,679,423

EVALUATION

EVALUATION

The evaluation of the comprehensive education program will determine whether the objectives are reached, whether the activities are effective, and whether there is a need for changes, deletions or additions in the product or process objectives and activities. The overall evaluation design is a component of the system of Management by Objectives and begins with objectives written in behavior or performance terms. The design consists of the following components:

a. Continuous Progress Assessment

Criteria Reference Test will be the means for evaluating student progress on a continuous basis. Each objective, listed in hierarchical order in the objective section of the plan, will be written in behavioral terms and as appropriate Criteria Reference Test designed by the classroom teachers. The individual progress of each student will be measured from the results of the Criteria Test, thus determining the success of each student. The progress of each student will be determined and reported not only to parents, but also into the school management system for program assessment and for providing the information needed to assign students to class units within the nongraded program at each school. An evaluative recording and reporting procedure will be developed that will correspond with the individualized/continuous progress instructional program.

b. Program Management Assessment

This component will consist of a system for determining to what degree the program is being planned and implemented. Each process goal will be translated into measurable objectives. Activities such as staff

development and school reorganization will be planned to aid in reaching the process goals and process objectives. Included in each objective will be the method by which the objective will be measured. All activities will be scheduled and organized into milestones. This component of the evaluation design is definitely an integral part of the system of Management by Objectives.

c. End Product Assessment

At the end of each school period, three years for kindergarten, four years for elementary, etc., a Criteria Reference Test will be administered to each student in each major area of learning. The test will be a part of the continuous progress assessment and will be pulled and used to determine the status of the program annually in terms of students' progress in general. The results will also be used in planning broad program concepts. This test, like the other Criteria Reference Test, will be developed by the teachers with help from the instructional coordinators.

In addition to the Criteria Reference Testing, some national standardized achievement tests will be administered annually to determine, primarily, how well Lanier County's students compare in achievement to other students in the nation.

DISSEMINATION

DISSEMINATION

The Lanier County School System has experienced tremendous success with involving the community in developing the Comprehensive Education Plan. Much of this has been done through a task force of people representing all segments of the school and community. In order to continue this process, an educational task force with a larger representative group from the community will be organized and will continue to function in advisory capacities. A criterion for selecting the new community members will be used to ensure that all segments of the community are represented on the task force. The task force will meet regularly to acquire knowledge about the school programs and current trends in education and to provide input into the development of new programs and the evaluation of the programs in operation.

The educational task force will be the major source for not only disseminating information to the Lanier County community, but also for sharing with the school system the educational interests of the parents and other county citizens. The dissemination efforts on the part of the task force and school administrators will be supported by planned strategies that call for the use of regular open community meetings at the respective schools.

The news media, including radio, newspaper, and television, as well as a publication disseminated on a regular basis to all parents published by the educational task force, will be the means for communication with parents and the community.

Funds will be made available to the task force by the school system to underwrite the dissemination costs, which will include primarily, typing, consumable materials, printing and media supplies. The task force

will be organized into sub-groups who will assume the responsibilities for implementing the dissemination and information-sharing strategies. It should be noted that the school administrators, Board of Education, teachers, students, parents, and special services unit will be represented on the educational task force.

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